2018-19 Phase One: Continuous Improvement Diagnostic_09192018_13:09

Phase One: Continuous Improvement Diagnostic

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Last Modified: 09/27/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Parents and teachers were surveyed using the School Quality Factors, the Missing Pieces Rubric, and TELL Survey results were used to determine needs in our school improvement plan. Our focus for improvement is for clear direction and culture. All perception surveys indicated similar areas of concern. Per the TELL survey, 60% of teachers reported that students do not follow expectations, 39% of staff reported that community members do not support the school, which hinders the success of the school. 48% of staff reported that they spend and hour or less communicating with parents each week. 23% of staff reported that 10+ hours a week are spent on student discipline. 45% of staff reported spending an hour or less each week on collaborative planning. 21% of indicated that there is not an atmosphere of trust and/or mutual respect within the building. The School Factors Survey, given to the staff, reports that 49% believes that only some parents and guardians understand the direction and goals of the school. Two-way communication of direction between school and community is an obvious area of need that feeds into the direct culture of the school. 61% of staff report that some or few parents are involved in their child's school experiences and education. It's evident through this survey that the direction and culture are divisive topics amongst staff. On question fourteen, community involvement is an integral part of the school's culture and how this practice is embedded in the school's culture; 42% believe it's mostly embedded and 38% it's only partially or not embedded. According to the Missing Pieces rubric, most parents feel that school staff involve parents in personal communication about their students' progress at least once a month, whereas some feel that communication from administrators is only regarding safety and discipline. Some parents reported through the rubric that school staff makes minimal effort to encourage parents to advocate for their child's academic success. Almost all parents reported that their relationship with school staff is only about discussing student academic performance and/or behavior. While we only received minimal participation, based off the feedback received, it's apparent that there's a communication barrier between the school and home. The evidence shows that there should be a shared vision of a culture that welcomes and nurtures a collaborative effort that will develop a shared direction for our school and school community.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings

will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The CSIP team (comprised of the principal, curriculum coach, guidance counselor, and members of the SBDM Council or PTA) will continue to elicit communication from the staff and community pertaining to the areas of need found in the School Factors Survey, Missing Pieces Rubric, etc. Surveys will be sent out through Facebook and an updated Webpage. This will allow opportunities for families and school staff to share their perspectives on what we're doing well and what needs improvement. We will continuously look for ways to invite the community to participate in our school. PTA, Title 1 Reading and Math nights, etc. will be some of the opportunities to have families involved and welcomed in our school. Parent feedback will be surveyed at these events. Parent teacher conferences will be another opportunity to gain feedback. Effectiveness will be measured by collecting the number or family members attending events and feedback provided.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Two: The Needs Assessment for Schools_10302018_09:28

Phase Two: The Needs Assessment for Schools

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Last Modified: 10/30/2018
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Grade Level PLC (K-5th grade teachers, special education, and curriculum coach) Teams meet bi-weekly to analyze student work samples and common formative assessments to discuss effective instructional strategies. Every 4-5 weeks, Grade Level PLC teams meet to review and analyze student data to make informed instructional decisions regarding Tier II and Tier III interventions and support services. The PBIS/ABRI team (Kevin Fugate- principal; Taylor Henry- Guidance Counselor; Lindsay Miller- Intermediate Special Ed Teacher; Andrew Paige- 4th Grade Teacher; Becky Wollum- Kindergarten Teacher; Paula Kimball- 2nd Grade Teacher; Susan Robertson- ABRI Consultant with University of Louisville) meets monthly to review data for the previous months. Through ABRI, SWIS data is compared with MAP data to see correlation between behavior and academic assessment data. The Leadership Team (Kevin Fugate-principal; Taylor Henry-guidance counselor; Betty Jo Davis-curriculum coach) meet weekly to review student data from all PLC teams. From this evidence (student data, teacher observations and teacher feedback), the Leadership Team determines need for teachers and students to support teaching, learning and growth. Also the Leadership Team reviews student climate and student referrals to review and revise Tier II and Tier III supports for behavior and attendance concerns. The SBDM Council (Kevin Fugate-principal; Gina Lyle-teacher; Tiffani Brown-teacher; Robin Crisp-teacher; Rebekah Donovan-parent; Bridget Kiser-parent) meet monthly to review and discuss academic data including chronic attendance concerns. The Council utilizes this information to create a needs assessment to make informed decisions regarding allocations of funds to support the needs of the students.

ATTACHMENTS
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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: 3rd Grade Reading- During the 16-17 school year, percentage of novice was 29.1 and for the 17-18 year, it was 46%. This is an increase of novice for almost 17%. Proficient/Distinguished for 16-17 was at 43% and 17-18 was at 29%. That is a decrease of 14%. 3rd Grade Math- During the 16-17 school year, percentage of novice was 27.8 and in 17-18 it went to 34% for an increase of of novice by almost 6%. Proficient/Distinguished for 16-17 was 34.2% and for 17-18 it was at 29%. This was a decrease of just over 5%. 4th Grade Reading- During the 16-17 school year, percentage of novice was 29.1 and decreased to 24%. This is a decrease of novice by 5%. Proficient/Distinguished for 16-17 was at 50% and for 17-18 it was at 42%. This was a decrease of 8%. 4th Grade Math- During the 16-17 school year, percentage of novice was 16.5. In 17-18 the percentage of novice increased to 41%, which is an increase of almost 25%. Proficient/Distinguished for 16-17 was at 25.7% and for 17-18 it was at 27%. This was an increase of just over 1%. 5th Grade Reading- During the 16-17 school year, percentage of novice was 22.9% and in 17-18 there was a decrease to 21%, an almost 2% difference. Proficient/ Distinguished for 16-17 was at 51% and for 17-18 it was at 60%. This was an increase of 9%. 5th Grade Math- During the 16-17 school year, percentage of novice was 20% with an increase to 23% for 17-18. Proficient/Distinguished for 16-17 was at 22.4% and for 17-18 it was at 40%. There was an increase of almost 18%. 5th Grade Writing- During the 16-17 school year, percentage of novice was 22.9 with a decrease for 17-18 at 17.3%. Proficient/Distinguished for 16-17 was at 48.6% and for 17-18 it was at 31.9%. This was an almost 17% decrease in P/D. 5th Grade S.S.- During the 16-17 school year, percentage of novice was 20% and stayed the same at 20% for 17-18 school year. Proficient/Distinguished for 16-17 was at 41.4% and for 17-18 it was at 30.6%. There was an almost 11% decrease. Non-Academic Current State: 402 students missed less than 10 days of school in 2016-17 374 students missed less than 10 school days in 2017-18 In 2016-17 there were 695 office discipline referrals In 2017-18 there were 453 office discipline referrals.

ATTACHMENTS
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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Students in the Free and Reduced Lunch category are identified as target assistance as they fell below one of the categorical cut scores (proficiency, separate academic index and growth) as evidenced by the 2017-2018 K-PREP assessment. 28.9% of students that scored novice on 3rd Grade KPREP Reading were in the subgroup Free and Reduced Lunch. 56.3% of all 3rd grade students scored Novice in KPREP Reading. 27.7% of students that scored novice on 3rd Grade KPREP Math were in the subgroup Free and Reduced Lunch. 20% of students that scored novice on 4th Grade KPREP Reading were in the subgroup Free and Reduced Lunch. 28% of students that scored novice on 4th Grade KPREP Math were in the subgroup Free and Reduced Lunch. 17.3% of students that scored novice on 4th Grade KPREP Science were in the subgroup Free and Reduced Lunch. 21.3% of students that scored novice on 5th Grade KPREP Reading were in the subgroup Free and Reduced Lunch. 21.3% of students that scored novice on KPREP Math were in the subgroup Free and Reduced Lunch. 17.3% of students that scored novice on 5th Grade KPREP Social Studies were in the subgroup Free and Reduced Lunch. 16% of students that scored novice on KPREP Writing were in the subgroup Free and Reduced Lunch.

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Our Free and Reduced Lunch subgroup will continue to be our significant area for improvement. Over the past two academic years, the percentage of students scoring in the novice range has increased, while the percentage of students scoring in the proficient/distinguished range has decreased. Data shows a significant, continual decrease in core instruction areas and needs a closer look building-wide.

ATTACHMENTS

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

The Leadership team has determined that the potential areas of concern are #2 Design and Delivery of Instruction and #5 Design, Align, and Deliver Support. In grade level (K-5) PLC's, identified subgroup students will be assigned to a name & claim system. Data will be continuously monitored in order to deliver adequate support to these students. Progress will monitored and reported using the Student Data Card developed by the leadership team. The district principals are working with district leadership to examine and implement the AdvancEd Performance Standards system to monitor all instruction and learning.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The Leadership team has determined that the potential areas of concern are #2 Design and Delivery of Instruction and #5 Design, Align, and Deliver Support. In grade level (K-5) PLC's, identified subgroup students will be assigned to a name & claim system. Data will be continuously monitored in order to deliver adequate support to these students. Progress will monitored and reported using the Student Data Card developed by the leadership team. The district principals are working with district leadership to examine and implement the AdvancEd Performance Standards system to monitor all instruction and learning. Teachers and staff are learning how to use mastery connect for enrichment and RTI purposes.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

e|Prove diagnostics

Phase Two: School Assurances_10312018_13:23

Phase Two: School Assurances

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- ● **Yes**
- ○ No

○ N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.
- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.
- **Yes**
- ○ No
- ○ N/A

COMMENTS

This plan is in place to do a name and claim system to support students in areas of need based on MAP and KPREP data.

ATTACHMENTS
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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.
- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.
- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

e|Prove diagnostics

Brooks Phase II: School Safety Report

Phase II: School Safety Report

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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Status: Open

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Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP? *Provide the date of adoption in the comments box below.*

Yes, 10.18.18

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP? *Provide the date of adoption in the comments box below.*

Yes, 10.18.18

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders? *Provide the date of the review in the comments box below.*

Yes, 08/23/18

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year? *Provide the date of the review in the comments box below.*

Yes, 07/30/18

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

Yes. 09/24/18

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).
Provide the date of the review in the comments box below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes, on master calendar.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Brooks SBDM Agenda 09.14.17	SBDM agenda w/EMP	2, 3, 5
EMP SBDM Agenda	EMP approval on SBDM Agenda	2, 3, 5
Emergency Plan	Entire Emergency Plan for 2017-18	1

Phase Three: Comprehensive Improvement Plan for Schools_11072018_09:27

Phase Three: Comprehensive Improvement Plan for Schools

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 BES CSIP Goal Builder	BES CSIP Goal Builder	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the combined (reading and math) percentage of proficient/distinguished students from 38.5% to 59.5% by 2021

Which Strategy will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which Activities will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the Reading proficiency goal from 44.6% to 51.6% by December of 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The activities to be utilized will ensure that teachers are receiving training as well as collaboration time with colleagues (horizontally and vertically in PLCs).	Train highly qualified teachers to build assessments based on standards and teach the standard, monitor standard mastery (SWP-1,2,3,4,8,9,10)	• Standard Mastery • Proof Positives from PLC work		$0
		Use AdvancEd standards in Faculty Meetings to increase staff awareness of instructional best practices. Implementation of these practices will increase student engagement and achievement. (Turnaround Leadership) (SWP 1,2,4,5)	• Eleot Tool Observations for student engagement		$0
		In PLC's, highly qualified teachers will develop units, analysis of unit assessments, and next steps development called Proof Positive. Proof Positives are an accountability tool that teachers will utilize to track standard mastery as well as student	• PLC Agendas • Unit Plans • Proof Positive		$0

	Measures	Funding
progress monitoring with reteaching and enrichment. (SWP-2,3,8,9,10)		
Highly qualified teachers will participate in Bellarmine Literacy Project to improve balanced literacy practices in Primary grades. The Instructional Coach will facilitate discussions to monitor the implementation of various strategies and assessments utilized in the Bellarmine Literacy Project. (SWP-2,3,4,7,8)	• Observations • PLC Work • Team meetings	$0
KWCP 5: Design, Align, and Deliver Support The desired outcome would be to give support to all students and staff to ensure that everyone is successful. Administration will work with District Leadership to monitor and measure the progress of the students participating in LEAP. School administration has worked to develop a new master schedule that provides equitable access and support through MTSS (RTI) for both behavior and academics. Participate in LEAP - Literacy Enhancement and Advancement Program provides intensive reading instruction by highly qualified teachers (in a small group setting) for our most at-risk readers in grades K-2; Family Liaison will make on-going connections with families of struggling students; (SWP-2,3,6,9)	• Increased student attendance at school • Reading improved based MAP, DRA, and PASS	$0
Implement newly developed master schedule that incorporates MTSS for all students as well as co-teaching model for all students. Highly qualified teachers will receive job embedded PD to effectively implement transition to this model/structure. (SWP-1,2,3,4,8,9,10)	• Data analysis to determine percent of students scoring proficient on MAP • Observations by Admin	$0
KCWP 6: Establishing Learning Culture and Environment The desired outcome would be to provide opportunities Title 1 Family Math/Literacy Nights-Informs families of curriculum and strategies to help build literacy and math skills outside of school and in the home. (SWP- 3, 6,10)	• Sign-in Sheets • Event Agendas	$900 Parent Involvement Money

	for family involvement at the school level. This will continue to establish the rapport between school personnel and all stakeholders.			
Increase the Math proficiency from 32.4% to 39.4% by December 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The activities to be utilized will ensure that teachers are receiving training as well as collaboration time with colleagues (horizontally and vertically in PLCs).	Train highly qualified teachers to build assessments based on standards and teach the standard, monitor standard mastery. Implementation of Proof Positive development in PLCS. Proof Positives are an accountability tool that teachers will utilize to track standard mastery as well as student progress monitoring with reteaching and enrichment. (SWP-1,2,3,4,8,9,10)	• Standard Mastery • Proof Positives from PLC work	$0
		Utilize AdvancEd Standards in Faculty Meeting to increase staff awareness in instructional best practices. Implementation of these standards will increase student engagement and achievement. (SWP-1,2,4,5)	• Eleot Tool Observations for student engagement	$0
	KCWP 4: Design, Analyze, and Apply Data The desired outcome will be to utilize the Proof Positives. These are an accountability tool that teachers will utilize to track standard mastery from assessments as well as student progress monitoring with reteaching and enrichment.	In PLC's, highly qualified teachers will develop units and assessments, analyze unit assessments, and develop Proof Positive next steps. (Turnaround Leadership) (SWP-2,3,8,9,10)	• Unit Plans • Data Analysis	$0

Strategy	Activities	Measures	Funding
KWCP 5: Design, Align, and Deliver Support The desired outcome would be to give support to all students and staff to ensure that everyone is successful. School administration has worked to develop a new master schedule that provides equitable access and support through MTSS (RTI) for both behavior and academics.	Implement newly developed master schedule that incorporates MTSS for all students as well as co-teaching model for all students; Highly qualified teachers will receive job embedded PD to effectively transition to this model/structure. (SWP-1,2,3,4,8,9,10)	• Data analysis to determine percent of students scoring proficient on MAP • Observations by Admin	$0
KCWP 6: Establishing Learning Culture and Environment The desired outcome would be to provide opportunities for family involvement at the school level. This will continue to establish the rapport between school personnel and all stakeholders.	Title 1 Family Math/Literacy Nights-Informs families of curriculum and strategies to help build literacy and math skills outside of school and in the home. (SWP- 3, 6,10)	• Sign-in Sheets • Event Agendas	$900 Parent Involvement Monday

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): Increase the separate academic indicator overall from 53.3% to 65%, as measured by KPREP, by 2021

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities	

- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

- KCWP3: Design and Deliver Assessment Literacy
  Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment
  Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase Proficiency percentage for 4th Grade Science from 18.9% to 22.9% in spring of 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The new schedule will provide teachers with the opportunity to collaborate, track student progress while developing next steps for reteaching and enrichment.	Revise master schedule to include weekly block scheduling for STEM Special Area for grades 3-5 and Friday STEM classes schoolwide, all taught by highly qualified teachers. (SWP-2,3,10) Highly qualified classroom teachers will develop STEM units of study within a PLC structure; PLCs will analyze formative assessments to determine next steps for instruction (Proof Positive) (Turnaround Leadership) (SWP-2,3,8)	• Formative and Summative classroom assessments • PLC agenda and minutes; Lesson plans; data analysis	,	$0 $0
Increase Proficiency for 5th Grade Social Studies from 30.6% to 36.6%	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The activities to be utilized will ensure that teachers are receiving training as well as collaboration time with colleagues (horizontally and vertically in PLCs).	Highly qualified classroom teachers will develop Social Studies units of study within a PLC structure; PLCs will analyze formative assessments to determine next steps for instruction. Proof Positives are an accountability tool that teachers will utilize to track standard mastery as well as student progress monitoring with reteaching and enrichment. (Turnaround Leadership) (SWP 2,3,8)	• PLC agendas and minutes; Lesson plans; Data analysis		$0

| Increase Proficiency for 5th Grade Writing from 31.5% to 35% | KCWP 2: Design and Deliver Instruction

The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The activities to be utilized will ensure that teachers are receiving training as well as collaboration time with colleagues (horizontally and vertically in PLCs). | Implement newly developed District/School Writing Plan. Highly qualified teachers will meet in PLC's to develop writing units of study based on the plan. (SWP-2,3,4,8) | • PLC Agendas
• Unit Plans | $0 | |
| | KCWP 4: Design, Analyze, and Apply Data

The desired outcome would be to give more practice and exposure in writing to all students. Teacher will be able to use these products to plan for next steps. | On Demand Writing Days will be implemented schoolwide 3 times per year. Highly qualified teachers will analyze the student writing in PLC structure to determine next steps for instruction. (SWP-2,3,8) | • Analysis of student product
• Unit Plans | $0 | |

3: Gap

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency rates for all students in the gap group (non-duplicated) from 33.4% to 42% by 2021

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity)*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the score for reading proficiency for students qualifying for free and reduced lunch from 39.7% to 43% by the end of 2019	KWCP 5: Design, Align, and Deliver Support The desired outcome would be to give support to all students and staff to ensure that everyone is successful. School administration has worked to develop a new master schedule that provides equitable access and support through MTSS (RTI) for both behavior and academics.	Implement newly developed master schedule that incorporates MTSS for all students as well as co-teaching model for all students. (SWP- 2,3,4,8)	• Data analysis to determine percent of students scoring proficient on MAP		$0
	KCWP 4: Design, Analyze, and Apply Data The desired outcome will be to utilize the Proof Positives. These are an	In PLC's, highly qualified teachers will develop units and assessments, analyze unit assessments, and develop Proof Positive next steps. Proof Positives are an accountability tool that teachers will utilize to track	• PLC agendas and minutes; Lesson plans; Data analysis		$0

	accountability tool that teachers will utilize to track standard mastery from assessments as well as student progress monitoring with reteaching and enrichment.	standard mastery as well as student progress monitoring with reteaching and enrichment. (Turnaround Leadership) (SWP-2,3,8,9,10)	
	KCWP 6: Establishing Learning Culture and Environment The desired outcome would be to provide opportunities for family involvement at the school level. This will continue to establish the rapport between school personnel and all stakeholders.	Title 1 Family Math/Literacy Nights-Informs families of curriculum and strategies to help build literacy and math skills outside of school and in the home. (SWP- 3, 6, 10)	• Sign-in Sheets • Event Agendas	$900 Parent Involvement Money
Increase the score for math proficiency for students qualifying for free and reduced lunch from 27.1% to 30% by the end of 2019	KWCP 5: Design, Align, and Deliver Support The desired outcome would be to give support to all students and staff to ensure that everyone is successful. School administration has worked to develop a new master schedule that provides equitable access and support through MTSS (RTI) for both behavior and academics.	Implement newly developed master schedule that incorporates MTSS for all students as well as co-teaching model for all students. Highly qualified teachers will receive job embedded PD to effectively transition to this model/structure. SWP: 2,3,4,8	• Data analysis to determine percent of students scoring proficient on MAP	$0

KCWP 6: Establishing Learning Culture and Environment The desired outcome would be to provide opportunities for family involvement at the school level. This will continue to establish the rapport between school personnel and all stakeholders.	Title 1 Family Math/Literacy Nights-Informs families of curriculum and strategies to help build literacy and math skills outside of school and in the home. SWP- 3, 6, 10	• Sign-in Sheets • Event Agendas	$900 Parent Involvement Money

4: Growth

Goal 5 (*State your Growth goal*): Increase the average reading and math combined growth indicator from 16.1% to 17% by 2021.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity)*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase Reading growth indicator from 18.7% to 19.5% by the end of 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with	Per the newly developed master schedule, highly qualified teachers will perform the following embedded evidence based interventions: Workshop, Review Friday, Core Plus to address	• PLC Agenda and Minutes; Lesson Plans; Data Analysis		$0

Goal	Strategy/Activity	Measure of Success	Evidence	Funding
	a focus on standards mastery. The new schedule will provide teachers with the opportunity to collaborate, track student progress while developing next steps for reteaching and enrichment.	individual student needs at all grade levels. (SWP-1,2,3,8,9,10)		$0
	KCWP 4: Review, Analyze, and Apply Data The desired outcome will be to utilize the Proof Positives. These are an accountability tool that teachers will utilize to track standard mastery from assessments as well as student progress monitoring with reteaching and enrichment.	Highly qualified teachers will implement new PLC products to intentionally plan units based on student data. (Turnaround Leadership) (SWP- 1,2,3,8,9,10)	• PLC agendas and minutes; Lesson plans; Data analysis	
Increase Math growth indicator from 13.5% to 14% by the end of 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The new schedule will provide teachers with the opportunity to collaborate, track student progress while developing next steps for reteaching and enrichment.	Per the newly developed master schedule, highly qualified teachers will perform the following embedded evidence based interventions: Workshop, Review Friday, Core Plus to address individual student needs at all grade levels. (SWP-1,2,3,8,9,10)	• PLC agenda and minutes; Lesson plans; data analysis • Analysis of proficiency percentage on MAP	$0
	KCWP 4: Review, Analyze, and Apply Data	Highly qualified teachers will implement new PLC products to intentionally plan units based on	• PLC agendas and minutes;	$0

The desired outcome will be to utilize the Proof Positives. These are an accountability tool that teachers will utilize to track standard mastery from assessments as well as student progress monitoring with reteaching and enrichment.	student data. (Turnaround Leadership) (SWP- 1,2,3,8,9,10)	Lesson plans; Data analysis

5: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the combined Reading and Math percentage of students that are transition ready from the elementary level to the middle school level from 23% to 33% by 2021 (as measured by MAP).

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity)*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Data & Notes	Funding
Increase percentage of Reading students that are transition ready from 31% to 35% by the end of 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The activities to be utilized will ensure that teachers are receiving training as well as collaboration time with colleagues (horizontally and vertically in PLCs).	Train highly qualified teachers to build assessments based on standards and teach the standard, monitor standard mastery (SWP-1,2,3,4,8,9,10)	• Standard Mastery • Proof Positives from PLC work		$0
	KCWP 4: Review, Analyze, and Apply Data The desired outcome will be to utilize the Proof Positives. These are an accountability	In PLC's, highly qualified teachers will develop units and assessments, analyze unit assessments, and develop Proof Positive next steps. (Turnaround Leadership) (SWP-2,3,8,9,10)	• PLC agendas and minutes; Lesson plans; Data analysis		$0

	tool that teachers will utilize to track standard mastery from assessments as well as student progress monitoring with reteaching and enrichment.			
Increase percentage of Math students that are transition ready from 15% to 18% by the end of 2019	KCWP 2: Design and Deliver Instruction The desired outcome would be to ensure that all teachers are designing instruction with a focus on standards mastery. The activities to be utilized will ensure that teachers are receiving training as well as collaboration time with colleagues (horizontally and vertically in PLCs).	Train highly qualified teachers to build assessments based on standards and teach the standard, monitor standard mastery (SWP-1,2,3,4,8,9,10)	• Standard Mastery • Proof Positives from PLC work	$0
	KCWP 4: Review, Analyze, and Apply Data The desired outcome will be to utilize the Proof Positives. These are an accountability tool that teachers will utilize to track standard mastery from assessments as well as student progress monitoring with reteaching and enrichment.	In PLC's, highly qualified teachers will develop units and assessments, analyze unit assessments, and develop Proof Positive next steps. (Turnaround Leadership) (SWP-2,3,8,9,10)	• PLC agendas and minutes; Lesson plans; Data analysis	$0

Phase Three: Closing the Achievement Gap Diagnostic_12172018_10:23

Phase Three: Closing the Achievement Gap Diagnostic

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Last Modified: 12/28/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attached

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Brooks Elementary School has approximately 71% of students qualifying in the gap population. Approximately 68% of our students qualify with free/reduced lunch status, 16% are minority students, nearly 18% have a disability, and 6% are English language learners. This make-up ensures that our school has one of the highest levels of diversity in our district and provides insight into the African-American and Hispanic cultures that many of our Caucasian students would not experience otherwise.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Significant gaps remain in our percentage of Proficient/Distinguished students in Reading and Mathematics. Proficient/Distinguished percentage for Free and Reduced Lunch students in Reading went from 34.3% in 2017 to 39.7% in 2018. Although, the number of proficient in Reading for the Free & Reduced group stayed close with 29.3% in 16-17 to 28.3 in 17-18 and the number of distinguished in the same group went up almost 6% from 5.3% in 16-17 to 11.2% in 17-18. Also for reading, Students with Disabilities from 16-17 to 17-18 showed a decrease in number of novice and increase to apprentice but had a decrease in the number of proficient from 18.4% in 16-17 to 15.3% in 17-18. SWD still have a 0% distinguished from 16-17 to 17-18.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Proficient/Distinguished percentage for Free and Reduced Lunch students in Reading increased from 34.3% in 2017 to 39.7% in 2018. In Math, SWD had an increase in percentage of distinguished from 0% in 16-17 to 2.5% in 17-18. The Hispanic population also saw an increase in distinguished percentage from 0% to 5.8% in the same respective years. Free & Reduced Lunch stayed nearly the same for combined P/D from 16-17 to 17-18 at 27%.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Students with Disabilities had a decrease in P/D students from 18.4% in 2017 to 15.3% in 2018. The Hispanic group regressed in Reading from 33.3% in 2017 to 29.3% in 2018. In Math they also fell from 41.7% in 2017 to 29.3 in 2018. The Hispanic group number of novice in Math increased significantly from 2017-2018 (8.3% to 41.1%).

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Brooks' PD plan focuses on professional growth that is embedded within Professional Learning Communities and MTSS scheduling. We've partnered with the Louisville Writing Project and the Bellarmine Literacy Project to help increase proficiency in writing and utilize the five components of literacy in our primary classrooms. Upcoming Professional Learning opportunities include (but not limited to) Conscious Discipline, book study on Move Your Bus by Ron Clark (which focuses on leadership capacity and motivation to become a better part of your workplace), and studying the AdvancEd standards. Since my special education team is almost entirely new, these teachers will continue to get additional support in the referral process and progress monitoring. We have several

new teachers in the building, which includes special education teachers, and in the fall we began a New Teacher Academy where we foster instructional development, provide answers to questions, ongoing professional dialogue, provide feedback, and offer support. ESS funds provides us with a certified teacher for 1.75 hours per day. This role provides support to our gap groups through RTI (MTSS) instruction outside of the regular classroom.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Previous focus on programs and not standards has been the barrier to greater success at Brooks. Data from KPREP leans toward the notion that the focus was also on Tier I and II instruction and Tier III, necessary for gap group movement, wasn't a huge concern. Brooks has a nearly 70% economically disadvantaged population generational poverty and trauma plays a large role. Little to no parent/family involvement in addition, causes barriers to our population's education.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Brooks utilizes the Leadership Team and Collaborative Teams to analyze data and focus on gap groups to increase achievement. The ILT developed the PD plan to focus on community and improve instructional practice to close the achievement gap. Upcoming Bullitt Days will be focused on scheduling to reach all students and provide support within core instruction and adding additional time for Tier instruction through strategic grouping. Committees along with PTA, MAF, and RTA will meet to look for ways to improve our relationship with the community and improve parent/family participation.

III. Planning the Work

Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

In 2019, Brooks looks to increase the combined Reading proficient and distinguished for the Free & Reduced Lunch population from 39.6% to 42% and reduce novice from 34.4% to 31%. As for Math, it is our goal to increase our combined P/D from 27.1% to 29%. In addition, we look to reduce the percentage of novice in Math for SWD from 66.6% to 63%. In Reading for SWD, we look to decrease the percentage of novice from 53.8% to 50%.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap
Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.
See Attached

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
BES 18-19 PD Plan	BES 18-19 PD Plan	III
BES 2019 Measurable Gap Goal	BES 2019 Measurable Gap Goal	III
BES Achievement Gap Group Identification	BES Achievement Gap Group Identification	III

e|Prove diagnostics

Phase Three: Executive Summary for Schools_11142018_09:58

Phase Three: Executive Summary for Schools

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Last Modified: 11/29/2018
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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

> Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Brooks Elementary School is in a suburban area in the Knobs of Northern Bullitt County. Our district is adjacent to Jefferson County and made up primarily of apartments, trailer parks, and low-income housing. The number of rental housing in our area also brings some student transiency. There has been an increase of students who have experienced significant trauma and students with mental illness, diagnosed and undiagnosed. Over the summer, Brooks had a high number of teachers leave our school to go to different districts, and the entire administration staff was replaced. In addition, all special education positions had to be replaced. The surrounding community is mostly small business with some warehouses and national chains right off of I65. It's clear that the majority of our families love our students and want what's best for them, but parental involvement is minimal and we have few active, consistent volunteers.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

> Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school's mission is "The staff of Brooks Elementary offers a safe environment where all students are taught academic and behavioral skills to become lifelong learners." Our school works with ABRI (Academic and Behavior Response to Intervention) and follows the Positive Behavioral Interventions and Supports; the large majority of our students exhibit proper behavior on a daily basis. Those students who struggle with behavior are provided additional supports via Tier II or Tier III interventions. Our PBIS/ABRI team works with our district's behavior specialist and in learning more about dealing with students with challenging behaviors and providing the instruction necessary to help the students improve. Teachers utilize the Kentucky Core Academic Standards along with pacing guides in all content areas which ensure that all students are receiving quality instruction. Grant-based programs such as the Read-to-Achieve grant and the Math Achievement Fund grant ensure that students have opportunities to improve both their academic and behavioral skills while at school. Additionally, we have extra-curricular activities including a performing arts club, archery, academic team, and robotics. Students are taught and expected to follow the 3 B's expectations (Be safe, Be respectful, and Be responsible) during any and all school activities.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

> Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past three years, our school has seen few increases in select areas for student achievement. However, it has been inconsistent and still well-below other comparable schools in our area. This can be attributed to a variety of factors including a lack of common understanding of the standards, instruction, and assessment among the grade level teachers and parent participation in their child's education. Our 4th and 5th grade have moved to a departmentalization model and ability rotation so our teachers have a better understanding of all of the standards that their students need to master and are more successful in knowing their students and families while building trusting relationships through intentional communication. Our school is also moving towards Conscious Discipline school-wide. This program will teach our faculty and staff how to provide instructional strategies for self-regulation for our students with challenging behaviors. We are also providing more support to those students whose basic needs are not met by providing resources through our Family Resource Center and through our family liaison and district social worker. We are confident that, once we are able to help our students and families better meet those basic needs, the students will be better prepared to work and learn.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Brooks Elementary School has a team of highly committed faculty and staff who have dedicated their life to work with students within our Title I school. These individuals are the true foundation of our school and work diligently to ensure that our students have access to the materials and knowledge to become responsible members of our community

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase Three: Title I Annual Review_12142018_14:36

Phase Three: Title I Annual Review

Brooks Elementary School
Kevin Fugate
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Brooks Elementary utilizes data from KPREP, MAP, Brigance, PASS, Access and a variety of classroom assessments to determine our priority areas. We also use a student tracking tool and Virtual Data Wall which will be attached. Based on this data, we need to work to improve our overall reading and math in all grade levels. Significant gaps were determined for Free & Reduced Lunch group. Achievement gaps were also evident in Students With Disabilities. The KPREP data indicates the following areas of need: The number of novice students in Math increased 10% or just over for Students with Disabilities and Free & Reduced Lunch from 16-17 to 18-19. Novice for Math in the Hispanic population increased from 8.3% in 2016-17 to 41.1% in 18-19. For Reading, there wasn't a significant change, but there remains a high number of combined novice/apprentice for both Students with Disabilities (81.6% in 16-17 to 84.5% in 17-18) and Free & Reduced Lunch (65.5% in 16-17 to 60.2 in 17-18). Utilizing Title I funds to supplement salaries for the teachers through our Read to Achieve and Math Achievement Fund grants provide additional reading and math instruction for our K-3 students who struggle greatly in these areas. Students in 4th and 5th grade benefit from an additional instructional assistant/interventionist for reading and math whose salary is paid mostly through Title I.

ATTACHMENTS
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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Standards alignment and collaborative time with PLC's, along with ensuring time for social emotional learning in the new master schedule helps us look forward to reaching ALL students. We serve a large population of students who come from severe trauma, poverty, truancy, and are often transient. Morning meeting with the entire student body (Brocno Buck-Up) help us build a sense of school community. Mondays utilize a brief lesson on mindfulness provided by the guidance counselor that provide calming techniques. Positive behavior referrals are also celebrated during the Monday Meeting. The social emotional education time set aside in the morning will help us focus on this population to help them identify feelings they're struggling with and teach them ways to self-regulate. In the future, part of our professional development will be focused on more ways to help with students from these struggling populations. Negative behavior referrals have decreased by 65%. Sources of data include stakeholder surveys and assessment data (MAP, KPREP, SWIS/ABRI, etc). (SWP 4, 5)

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)

• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).

• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).

• To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

There's an obvious disconnect between our school and families. Stakeholder surveys were given at the beginning of the 18-19 school year and the perceptions of the school and families differed on similar questions. We plan on being more intentional with planning which will involve PTA and SBDM members. Committees will look to get more parent involvement. (SWP 6)

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

One visible change that we've made is administration visibility. The principal, guidance counselor, or assistant principal will be at the car rider line helping kids get out of cars in the morning and putting kids in cars in the afternoon at dismissal. The Weekly Round-Up (attached below) is a school-to-home connection newsletter from the leadership team where the admin team give parents important information, tips, and important dates. We have a Literacy/Math night planned for the spring to help inform and get parents more involved in how they can positively impact their child's education. We also plan to have a larger back-to-school event for next school year. (SWP 6)

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We currently use KPREP, CSIP review, MAP, Brigance, RTI data, PASS, Stakeholder Surveys, PBIS/ABRI data in SWIS, Professional Learning opportunities, and etc. to evaluate the schoolwide program at Brooks. Leadership and teams will gather and analyze data from assessments and surveys to evaluate the program.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

A lot of the groups that were the furthest from achieving proficiency were still on that path. Changing the master schedule to allow more opportunity for RTI and standard mastery and focusing on all things RTI, will support the path redirection for our gap students. This schedule will allow for the teacher to deliver Tier III interventions in small groups where more school personnel will provide support in the classroom workshop model.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

After evaluating the plan from 2018, along with data collected from surveys and how it coincides with assessment data, the focus needs to be shifted to establishing a more proficient learning environment. This will take designing and delivering instruction with giving support to the classrooms in order to pull off. The goal is to reach ALL learners with support push-in from various sources which will be a schoolwide reform strategy (SWP 2). This will allow small grouping and rotations within the classroom model.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
BES Virtual Data Wall	BES Virtual Data Wall	4B
BES Weekly Roundup	Leadership Newsletter	1
Blank Student Data Tracking	Student data tracking tool	1
Bronco Buck Up	Morning Meeting Daily Schedule (these usually take 5-8 minutes every morning before instructional time begins at 9:10)	1

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