2018-2019 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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.

The 2017 TELL Survey indicates that 33.3% of teachers feel that they do not have an appropriate level of influence on decision making in the school. Thus, we used the the Decision Making Component from "The Missing Piece" Continuous Improvement Diagnostic to provide feedback on "Decision Making." The results of the missing piece survey which was given to parents and faculty tells us that we need to increase the parent programming to help bridge the connection between school and home. Of the most telling components for growth was the necessity to have a parent observation policy. Thus we will work to create a policy that will lay out the conditions in which parents may observe instruction. Additionally, we also need to provide programs to parents to help them understand what is happening in schools. We will establish a process that engages families in learning. Faculty and Staff were also given components of a School Quality Survey in which we learned that we have very different opinions in the response to "Learners participate in structures, programs and/or initiatives that attend to their social emotional/non-cognitive learning." As a school we need to systematically create a system that allows students better access to programs and/or initiatives that attend to their non-cognitive learning. Engagement of students also is an area for growth. Many staff reported that they are not able to fully engage students in their classrooms with the tools in their toolboxes. Thus - providing development to teachers that is linked to student engagement is a critical component. Additionally, staff need to hear the results of their own feedback. Thus sharing plus/deltas and survey feedback is important and worthy information. Processes: Work to create a variety of programs that increase parent involvement in the learning at school. Practices: The principal will share data from survey's more frequently. Conditions: We will increase engagement through high quality professional development.

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 school will solicit teachers and parents to be a part of the CSIP planning meeting. Meetings will take place as needed after the regularly scheduled SBDM meetings. Data and information will

be shared on our school's social media, and in regular communication with faculty and staff. We will monitor it's effectiveness through a regular agenda item on the SBDM agenda, continued collection of data, surveys, and follow up on action items in the plan.

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

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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?

KPREP data is released annually by the Kentucky Department of Education. Information is shared from the district office to the principal and instructional coach. After the embargo is lifted, the data is shared with the populous of the teachers who are led through a data protocol. Data is shared with the SBDM at the next available meeting. KPREP analysis is on PLC agendas as well as in the minutes of the SBDM. MAP data is provided thrice each year. Teachers are led through a protocol in which they analyze the data as soon as it is made available. The instructional coach and principal meet to discuss building-wide trends. PLC minutes reflect the analysis. It is also shared and documented in the minutes of the SBDM. Common Formative Assessments are regularly (minimum of monthly) shared by the instructional teams with the instructional coach. The instructional coach offers feedback and checks for congruency. The instructional coach keeps a record of the frequency of the assessments and the standards it addresses. CFA data is analyzed and recorded in the minutes of the PLC teams.

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

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.

In Reading, 56.6% of students scored proficient or distinguished in 2018 which was 2% higher than the state average. In Math, 52.7% of students scored proficient or distinguished in 2018, which was 3.9% higher than the state average. Students with disabilities decreased the percentage of Novice students in Reading from 40.0% to 26.7%. According to the TELL Survey, last dated 2017, - 90% of teachers reported that the school is a great place to work and learn; additionally, 96.7% of teachers feel that policies and procedures about student conduct are understood by the faculty. Furthermore, 66% of teachers felt that they had an appropriate level of influence on decision making in the school setting. 71% of teachers felt comfortable raising concerns to administration. According to the Fall 2018 MAP results in reading, 64% of 3rd graders, 70% of 4th graders, and 68% of 5th graders are reading at or above grade level (40th %ile). In Mathematics, 75% of 3rd graders, 70% of 4th graders, and 65% of 3rd graders are performing at or above grade level (40th %ile). There were 58 referrals during the 2017-2018 school year, which is up from 47 the year before.

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

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.

65.5% of all students scored Novice or Apprentice in Writing in 2018. Free / Reduced Writers decreased from 32% for Proficient/Distinguished in 2017 to 24.4% in 2018. 66% of teachers felt that they had an appropriate level of influence on decision making in the building according to the Kentucky Tell Survey dated 2017. 53.3% of teachers felt that the building was clean and well maintained (KY Tell Survey, 2017). According to the most recent MAP data, 23% of 2nd grade students scored Novice in reading. 17% of fifth graders also scored novice in reading. 19% of fifth grade students scored in the novice range for mathematics.

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

Trends

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

In Reading, Cedar Grove's Novice and Apprentice students have stayed fairly level. While we did see an increase in the percentage of distinguished students, there was a decrease in the percentage of proficient students. In Math, the percentage of novice and apprentice students is up 2% in each area over the past two years. Trend data for proficient shows a decrease from 47% to 36% while there was a significant increase in the percentage of distinguished students from 9% to 16%. Writing data over the course of the past two years shows a variable trend line for proficiency - going from 33.9% in 2016, to 49.1% in 2017, and 29.6% in 2018. Trend data shows a continued decrease in proficiency for reading over the past 3 years.

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

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

KCWP 2: Design and Deliver Instruction: We will develop system of how learning is monitored before, during, and after instruction, We will develop practices that allow teachers to ensure high yield practices that are congruent with learning targets and standards. KCWP 4: Review, Analyze and Apply Data: The school will develop systems that allow systematic review, analysis, and application of data - specifically in the area of writing. Teachers will engage in processes that create a cohesive K-5 writing program in accord with a writing policy currently being developed.

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

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%.

Students with disabilities decreased the percentage of Novice students in Reading from 40.0% to 26.7%. There was also an increase in the percentage of proficient students from 12% to 13.3% and distinguished readers from 8% to 10%. In Mathematics for all accountable students, the percentage of distinguished rose from 9.0% in 2017 to 16.4% in 2018. In Writing, for free/reduced students, there were 0.0% distinguished in 2017, while there was 7.3% distinguished in 2018.

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: School Assurances_10302018_10:50

Phase Two: School Assurances

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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

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

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

   o   N/A

COMMENTS

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

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ● **Yes**
- o   No
- o   N/A

COMMENTS

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

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**
- o   No
- o   N/A

COMMENTS

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

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**
- o   No
- o   N/A

COMMENTS

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

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

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

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

Includes

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

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

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
MTSS Documentation	MTSS DOCUMENTATION - includes Title I students.	5, 6, 7
Master Schedule	Master Schedule -	11, 12
Needs Assessment	Needs Assessment	3
PD Plan	This is the 2018-2019 PD Plan	2, 4
PLC Schedule	Schedule of PLC's that includes time for RTI PLC's	7
Preschool Transition Plan	Here is the Preschool Transition Plan for CGES.	1
Title I Parent Involvement	Parent Involvement Agenda	8
Title I parent meeting	Parent Meeting for Title I	8

Phase Two: School Safety Report_10172018_10:11

Phase Two: School Safety Report

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?
If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

YES

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?
If the answer is "no," please explain below.

YES

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

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?
If the answer is "no," please explain below.

YES

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

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?
If the answer is "no," please explain below.

YES

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

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?
If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

YES - May 20th SBDM

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

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

YES - August 7, 2018

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

7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

YES

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

8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

YES

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)

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 (Reading and Math All students), 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 54.65 % to 68% as measured by KPREP assessment in 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 percentage of proficient / distinguished students in reading from 56.6% to 58.6% on KPREP in the Spring of 2019.	KCWP 2: Design and Deliver Instruction This will provide high quality teacher development allowing us to design and deliver instruction at higher levels.	CGES will continue to partner with OVEC to provide professional development and build teacher capacity to ensure the five components of literacy within guided reading lessons. (SWP 2, 3, 4, 9).	Plus/Delta on training next steps MAP Scores, Guided Reading Walkthrough Data, Agendas,	0	
	KCWP 4: Review, Analyze and Apply Data This ensures systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	CGES Highly Qualified Teachers will receive regular feedback on teaching; guided reading practices through structured walkthroughs. (SWP 2, 3, 4, 5,)	Walkthrough Data over time.	0	
		CGES Highly Qualified teachers will analyze and reflect on current practices to define next steps in the PLC process (SWP 2, 3, 5, 6, 9).	Data Wall Journaling Activities PLC Minutes with Next Steps	0	
	KCWP 2: Design and Deliver Instruction	CGES Highly Qualified principal will attend the PEBC Institute and build teacher capacity for implementation of Thinking Focus	PEBC Notes, eleot tool		$4000 SBDM

	This will provide high quality teacher development allowing us to design and deliver instruction at higher levels.	Strategies in the classroom. (SWP 1, 2, 4, 9).	
		CGES highly qualified teachers will gain competency and knowledge in Thinking Focus work through structured opportunities during Bullitt Days and plan for implementation in the classroom. (SWP 2, 4, 5)	Agendas, Sign-In Sheets, Feedback, Lesson Plans, Journaling Prompts	0
Increase the percentage of proficient / distinguished students in math from 52.7% to 54.7% on KPREP in the Spring of 2019.	KCWP 2: Design and Deliver Instruction This will provide high quality teacher development allowing us to design and deliver instruction at higher levels.	CGES highly qualified teachers will participate in Kagan Cooperative Learning Structures Professional Learning to increase student engagement in the classroom. (SWP 2, 3, 4, 5)	eleot tool data review	$5000 T1

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): Increase the separate academic indicator overall from 68.1 to 73.1, 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.*) • 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	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.*) • 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	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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
To increase the percentage of Proficient / Distinguished in Writing from 34.6% to to 40% as measured by KPREP in 2019	KCWP 2: Design and Deliver Instruction This will provide high quality teacher development allowing us to design and deliver instruction at higher levels.	Development and implementation of a systematic writing plan focusing on Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. (SWP 2, 3, 4)	Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.		
		Vertical and horizontal curriculum mapping by our district and implemented by highly qualified teachers. (SWP 3, 4, 5, 9)	Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.		
	KCWP 4: Review, Analyze and Apply Data This ensures systems are in place to ensure that students are actively involved in knowing their own data and	Common Formative Assessments - analyzing writing components utilizing vertically aligned graphic organizers and instructional protocols (RACE, SPAT) for assessing Writing to Demonstrate Learning. (SWP 2, 3, 4)	Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team		

		Data. Emphasis placed upon SWD and F/R student achievement and growth.
	making decisions about their own learning.	
To increase the percentage of proficient / distinguished in Science from 24.7% to 26.7%, as measured by KPREP 2019	KCWP 1: Design and Deploy Standards This ensures that the standards that we are teaching are aligned with the NGSS.	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 2, 3, 4)	Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.
To increase the percentage of proficient / distinguished in Social Studies from 66.6% to 68.6%	KCWP 1: Design and Deploy Standards This ensures that the standards that we are teaching are aligned with the NGSS.	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 2, 3, 4)	Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.

3. Gap

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency rates for the consolidated (gap) group from 68.1% to _75.1% elementary) 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
To Increase the gap index score from 68.1 to 70.1, as measured by the KPREP test in 2019. **F/R:** To increase the percentage of F/R P/D students combined in reading and math room from 46.7% to 48% as measured by the KPREP test in 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all students with disabilities	Implement a clearly defined RTI school process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 5, 7, 8, 9, 10).	SPAGS data, Written RTI Plan Exit Slip Data Monitoring / Standards Mastery Checklist		0
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency through the Data analysis tool. with emphasis on SWD students and recovery/intervention plans based upon data, development of lessons based on data analysis. (SWP 2, 3, 8, 9, 10)	SPAGS Data Monitoring Tool Master Schedule RTI Service Log		0
		Students who are in Tier 2 and Tier 3 receive regular opportunities to develop needed skills through technology platforms such as PathBlazer, Epic, NoRedInk (SWP 2, 3, 4, 8, 9)	PathBlazer Reports Epic Teacher Reports NoRedInk Reports Standards Mastery Checklist		0

Goal	Strategy	Activity	Evidence	Funding
	KCWP 4: Review, Analyze and Apply Data This ensures systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	Provide targeted interventions in both reading and math for lowest performing students utilizing Evidence-Based Interventions such as Fountas and Pinnell Leveled Literacy, Math Recovery and the Kentucky Numeracy Project. (SWP 1, 2, 3, 4, 8, 9, 10)	Progress monitoring of students in RTI/MTSS/SWD and entry/exit	SBDM Monies
		Implement data protocols as part of the PLC process that will aid in the segregation of data and ensure that students are mastering standards. (SWP 1, 4, 8,).	Data Analysis Protocols and Next Steps.	
	KCWP 5: Design, Align and Deliver Support This ensures that multiple stakeholders are involved in planning and measuring progress towards attaining goals.	Hold the annual **Title 1 Math and Literacy Nights** to involve parents in math instruction and educate them on how to access Compass Math at home.(SWP 1, 6, 10)	Title 1 Math/Reading Night Agenda and Sign-In Sheet	Title I Family Involvement Funds / SBDM Funds $600.00
SWD: To increase the percentage of SWD P/D students combined in reading and math from 21.65% to 24.65% as measured by the KPREP test in 2019.	KCWP 4: Review, Analyze and Apply Data This ensures systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	Highly Qualified Teachers will use formative and summative assessment data to monitor student progress and create intentional opportunities for student groupings and additional instruction for students who are not making adequate progress with content standards.(SWP 1, 2, 3, 5, 7, 8, 9, 10).	Guided Reading Plans, Running Records Data, Assessment Protocol Exit Slip Data Monitoring Documents Standards Checklist	
		Form a special education collaborative team of highly qualified teachers who will develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing assessment measures, resource and strategy sharing, and analysis of	PLC Agendas / Minutes Data Analysis Protocols Next Steps Documents	

	data - to increase collaboration and student progress toward meeting IEP goals and standards mastery. (SWP 1, 2, 3, 4)	
CWP 5: Design, Align and Deliver Support This ensures that multiple stakeholders are involved in planning and measuring progress towards attaining goals.	Hold the annual **Title 1 Math and Literacy Nights** to involve parents in math instruction and educate them on how to access Compass Math at home.(SWP 1, 2 6, 10)	Title 1 Math/Reading Night Agenda and Sign-In Sheet	Title I Family Involvement $600.00

4: Growth

Goal 5 (*State your Growth goal*): Goal 5: Decrease the combined average of students scoring novice and apprentice in reading and math from 24.7% to 18% (elementary) and from 24.4% to 18% (middle), 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 • 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
To increase the growth score for Reading from 20.1 to 22.2 as measured by KPREP in the Spring of 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all students with disabilities.	Utilizing the school-wide short answer / extended plan - we will develop a plan for K-5 to increase outcomes in SA & ERQ prompts. (SWP 1, 2).	Writing Plan Writing Plan Posters Lesson Plans KPREP Scores Common Assessments Analysis in PLC Teams		$500 for subs - district general fund
	KCWP 6: Establishing Learning Culture and Environment This will help increase the climate and culture at Cedar Grove Elementary.	We will create a systemic rewards system for students who score at high levels on ERQ and SA questions. (SWP 2).	Written Rewards System Common Assessment Analysis in PLC Teams		0
	KCWP 3: Design and Deliver Assessment Literacy *Teachers will increase their ability to design and deliver assessments.	We will design and implement common rubrics that will be used for ODW, ERQ and SA prompts. (SWP 2, 3, 4).	Common Rubric Folder in Drive Common Assessment Analysis in PLC Teams		0

| Objective 2 To increase the growth score for Math from 12.2 to 14.2 as measured by KPREP in the Spring of 2019. | KCWP 2: Design and Deliver Instruction
*Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all students with disabilities. | Highly Qualified Teachers will plan and deploy number talks to increase student discourse while applying thinking focus strategies. (SWP 3, 4). | Lesson Plans Common Formative Assessment Data Analysis. | $500 SBDM Monies - Supplemental Books |
|---|---|---|---|---|

5: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): *To increase the number of students who are middle school ready from 28% in reading to 75% in 2019 as measured by MAP. To increase the number of students who are middle school reading from 12% to 40% in math in 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 Date & Notes	Funding
Objective 1 At elementary level, increase the number of students who are middle school ready in reading from 28% in reading to 40% measured by MAP in the Spring of 2019.	KCWP 4: Review, Analyze and Apply Data This ensures systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	Teachers will analyze MAP data and track student progress using a DATA wall. (SWP 2, 8,)	Data Wall updated regularly		$100 - SBDM funds
		Students will set appropriate goals and monitor their goals. (SWP 2, 3, 4, 8).	Goal Setting Worksheets PLC protocols with goal setting outcomes.		0
	KCWP 6: Establishing Learning Culture and Environment This will increase the environmental cues that help students feel that they are safe and that their needs are met.	Students who are Middle School Ready will receive a certificate at monthly rally's - and their name on the wall. (SWP 2, 3, 5, 6)	Written Rewards System Common Assessment Analysis in PLC Teams		$200 - SBDM Principal Funds
		Preschool teacher will utilize data from the Brigance Assessment to inform whole group and individualized instruction. (SWP 2, 7, 8, 9)	PLC Minutes, Preschool Training Agendas, Kindergarten Ready Numbers		0
At the elementary level, we will increase the percentage of students who are middle school ready in mathematics from 12% to 15% as evidenced by the Spring 2019 MAP assessment.	KCWP 4: Review, Analyze and Apply Data This ensures systems are in place to ensure that students are actively involved in knowing their own data and	Teachers will analyze MAP data and track student progress using a DATA wall. (SWP 8,)	Data Wall updated regularly Data Binders with Student Information		0

making decisions about their own learning.		
KCWP 6: Establishing Learning Culture and Environment	Students who are Middle School Ready will receive a certificate at monthly rally's - and their name on the wall. (SWP 2.)	$200 - SBDM Principal Funds
	Preschool teacher will utilize data from the Brigance Assessment to inform whole group and individualized instruction. (SWP 2, 7, 8, 9)	PLC Minutes, Preschool Training Agendas, Kindergarten Ready Numbers	0

Phase Three: Comprehensive Improvement Plan for Schools

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

Cedar Grove Elementary

TABLE OF CONTENTS

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.

https://docs.google.com/document/d/1U0C_wkSNRzgBbIzuC4WUrzvJqFUavTEuEp0BBBvVOJo/edit?usp=sharing

ATTACHMENTS

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

Cedar Grove Elementary

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
CGES KDE Goal Builder	Here is the goal builder.	

eProve diagnostics

Phase Three: Closing the Achievement Gap Diagnostic_12142018_13:23

Phase Three: Closing the Achievement Gap Diagnostic

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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.

The spreadsheet is 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.

We have worked on creating a climate and culture that names and claims students. We have been working together to create harmonious and standards driven classrooms that are student centered for mastery of standards. Teachers have a daily dedicated time to the MTSS process and are working on closing the achievement gaps using exit slip data on a regular basis. Our Instructional Coach has helped lead the charge of the creation of the "data room" which allows for the visual tracking of student growth and progress. There is still work to do with our climate and culture to ensure that all students, particularly our F/R and SWD are provided individualized instruction based on the instructional process of the PLC cycle. Our school has a strong partnership with the Family Resource Center Coordinator who works to bridge the gaps between home and school - ensuring that the families needs are met. In addition - several teachers serve on the Home/School Relations Correlate Team to plan and coordinate the concerted effort to ensure that parents are a part of the instructional process at Cedar Grove.

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.

Our two primary gap groups are free/reduced students and students with disabilities. The trend data shows the following: In 2017 - there were 49% of F/R students proficient/distinguished in reading, and in 2018 there were 51.2% of F/R students proficient/distinguished. This was an increase of 2.2%. In mathematics, there was 43.8% of F/R students proficient/distinguished in 2017, compared to 42.1% of F/R students in 2018. This was a decrease of 1.7%. In writing, our F/R students scoring proficient / distinguished was 32.0%, whereas there were 24.4% of F/R students who scored proficient / distinguished in 2018. This was a decrease of 5.6%. We still continue to have these gap areas to address. Looking at SWD - the gap is getting larger. For Students with Disabilities: In 2017 - there were 20% of SWD proficient/distinguished in reading, and in 2018 there were 23.3% of SWD students proficient/distinguished. This was an increase of 3.3%. In mathematics, there were 32.0% of SWD proficient/distinguished in 2017, compared to 20.0% of F/R students in 2018. This was a decrease of 12%.

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

Overall - the school appears to be closing the gap in reading as we have increased the %age of proficient and distinguished students in reading for F/R and SWD over the past year - however trend data over the past four years shows a continually widening gap.

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

There is certainly much work to be done with all three areas of reading, writing, and mathematics. The gap is the most profound in math and writing - and continues to grow. In Reading - 4 year trend data shows a significant decrease from 41.7% P/D for SWD to currently 23.3.% of SWD P/D in reading. In Mathematics - a similar situation occurs with SWD - 41.7% of SWD were P/D in Mathematics in 2016 compared to 20% of SWD P/D in Mathematics in 2018. For writing - in 2016 - 38% of students who were F/R were P/D in writing compared to 24.4% of F/R students being P/D in 2018.

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).

The ESS and PD plan are congruent to closing the achievement gaps as we focused some of our work on Number Talks. Numbers Talks was designed to increase the academic discourse - specifically around mathematics and math processes and the mathematical practices. Additionally, assessment literacy was also a critical component of our PD plan. Targeting how we assess and having a plan for student mastery is intended to help close the achievement gap. The ESS plan includes a daytime waiver that allows for the hiring of an additional support staff member. This staff member works closely with our Tier 2 students and pushes into the classroom to provide gap closure activities - based on exit slip data in coordination with the teachers. In January - we will begin after school ESS opportunities to continue to close the gaps. Attached is the professional development plan for Cedar Grove Elementary as presented and approved the local board of education. Attached is the board meeting minutes which show the Professional Development plan being approved by the LEA.

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.

Recently, Cedar Grove Elementary School began working with Solution Tree to overhaul our PLC process. At the time, PLC's were not data driven, nor outcome oriented. Student achievement was not discussed at high levels and minutes reflected a misalignment of priorities between the leadership and the staff. The new process is designed to increase the discourse around data and make strong instructional decisions that will benefit all students - and thereby close the achievement gaps. Persistent gaps have been noted as teams have not adequately reflected on formative data and the information that it provides. Research shows us that giving and delivering effective feedback is paramount to student success. Students have been used to getting a grade without consistent opportunities to receive feedback, improve and demonstrate mastery.

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.

Key Stakeholders: Bryan Flachbart, Principal; Casey Newberry, Counselor; Carrie Gary, Instructional Coach, SBDM Council, Correlate for High Expectations and Correlate for High Instructional Leadership are involved in the continuous improvement process. The committee works to look at data and refine the process and consistently look at results.

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).

Increase the %age of proficient / distinguished students in reading from 56.6% to 58.6% on KPREP 2019. Increase the %age of proficient / distinguished students in math from 52.7% to 54.7% on KPREP 2019.

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)
Board Minutes	Here are the board minutes approving our PD Plan as presented.	II.E
CGES Achievement Gap Identifier	Here is the CGES Achievement Gap Identifier.	I
CGES PD Plan	Here is the PD Plan for CGES	II.E
Closing Achievement Gap Summary	Attached is the Gap Closure Summary	III

Phase Three: Executive Summary for Schools

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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?

Cedar Grove Elementary is a community school with well-established neighborhoods and businesses within the school's district. Our student population lingers around 540 students in PreK through 5th grade. Approximately 94% of our students are Caucasian and speak English only. Our faculty consists of teachers dedicated to the school with many who have spent the majority (if not all) of their career teaching at CGES. Family and community involvement is key to the small town culture of our school. WatchDOGS volunteer in our school on a near daily basis and parent/family volunteers provide countless hours assisting in our classrooms and with projects for our students. Cedar Grove is located in the heart of the Cedar Grove industrial area with such businesses as Amazon, GFS, and Best Buy, neighboring our school.

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.

MISSION STATEMENT It is the mission of Cedar Grove Elementary School to provide a safe, child-centered environment with unity among school, families, and community as we strive to instill academic achievement, strong character development, and life-long learning. Cedar Grove Elementary offers students a robust curriculum that includes a strong academic core as well as music, art, physical education, and a STEM lab. Students have opportunities to excel in co-curricular programs that include archery, Jr. Beta club, Student Leadership Team, Track and Field, Cross Country, Academic Team, Chess Team and a Student Technology Leadership Team. We have common expectations that include a strong PBIS component - reminding students daily of our expectations - "Be Responsible, Be Respectful, Be Safe." Behavioral expectations are reviewed monthly, posted in all classrooms and common areas, and are a part of our morning announcements and our "pledge of excellence." VISION STATEMENT Creating Greatness in Every Student We have high expectations for all students.

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.

We are very proud of our students and our designation an an "OTHER" school for 2018. We have 67% of students scoring proficient / distinguished in Social Studies - which has held consistent for the past several years. We have strong and robust offerings that include Jr. Beta Club, Student Leadership Council, Archery, Chess Club, Talent Show, Cross Country and Track and Field. Cedar

Grove Elementary must improve in academic areas by reducing novice and increasing the number of proficient and distinguished students across all content areas. In the next three years, we are specifically targeting writing as we saw a significant decrease in the percentage of students who were proficient / distinguished in On Demand Writing.

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.

dar Grove strives to provide students with the highest quality education possible to ensure that our students are life-long learners who have the foundation necessary to become valuable members of our society. We are honored to have been selected to receive multiple grants from The Bullitt County Foundation of Excellence. Our Family Resource Center provides a bridge to our families and the community by providing programs and activities that help encourage the family and community to get involved with the school. We strive to communicate important and interesting information to our families and community through a variety of media. Our school supports a variety of charities by promoting awareness and raising funds for them throughout the school year. Some of the charities that we have supported are Kelly Autism Awareness, Active Heroes Organization, Juvenile Arthritis, Juvenile Diabetes, and Relay for Life. We are now working closely with our College and Career Readiness District Director to help our students at 4th and 5th grade learn more about the programs they can possibly be a part of once they leave Cedar Grove for middle school and beyond. Our 5th grade students took an informational field trip to our district's Discovery School, ATC, BAMS, and College and Career Center at Bullitt Central High School.

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 Three: Title I Annual Review_12172018_14:39

Phase Three: Title I Annual Review

Cedar Grove Elementary
Bryan Flachbart
1900 Cedar Grove Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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 <u>34 CFR §200.26</u> 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 <u>Title I Handbook</u> 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.*

The needs assessment proved to be a powerful tool for understanding the needs at Cedar Grove Elementary School We reviewed KPREP scores from the 2017-2018 school year. We continued to put a focus on increasing student achievement. Our overall writing %age of students who were proficient or distinguished was 34%. This creates the obvious need to improve writing scores at Cedar Grove Elementary. We are currently planning a team of teachers to develop a school-wide writing plan that will include opportunities for students to write to demonstrate learning in on-demand situations at all grade levels. We will also receive training on effective feedback and have live scoring opportunities for the students at Cedar Grove Elementary. The school reviewed the needs and discussed the plan at the SBDM Meeting at CGES in September, 2018.

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

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.*

The work at Cedar Grove Elementary is centered on daily mastery of student learning targets. Students are assessed using an exit slip to determine mastery. Students who demonstrate mastery are noted - and those who have not yet scored at the mastery level are given opportunities for reteaching/recovery and additional assessments are given such that students can show/prove mastery of standards. Furthermore, data is discussed in Professional Learning Communities - and teachers are learning from one another as they engage in quality discourse about student achievement.

ATTACHMENTS

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

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.*

The parent and family engagement plan has been less than desirable. Sign-in sheets from our Title I Teachers N Town programs prove that our family engagement numbers are less than desirable. The program was designed to provide "out of the building" opportunities that allow for teachers to be seen in the community - while emphasizing reading or math programs. Our programs have had low attendance. We do have great community and parent participation with some of our at school events. Great Grandparents Literacy Event brought hundreds of families together with the purpose of sharing a donut and enjoying our book fair. We also have significant attendance at our Title I Open House Night where we share our Title I plan with parents as they meet their teachers and bring in school supplies.

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

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.*

In order to increase our parent and family engagement program, we will stop doing our "teachers n town" program as it did not bring the crowds we had hoped for. Instead, We will increase parent engagement by having additional nights at the school in the spring. Grade bands K/1, 2/3/ and 4/5 will combine to create programming that will be efficacious for Title I Parent Involvement. These nights will be literacy and/or math based with interactive opportunities for students and parents to engage with their students.

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

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 are in a state of continuous improvement at Cedar Grove Elementary. Our SBDM, grade level collaborative teams, correlate teams, and PBIS committee are consistently looking at various sources of data. Some examples include common formative assessment data, KPREP data, MAP data, PASS data, SWIS data, Referral Data, Survey Data, etc. We also work with our RTI team to monthly review learning probes and determine students progress towards meeting goals.

ATTACHMENTS

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

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.*

Title I components that were particularly effective included lowering class size by hiring of an additional teacher, using funds to provide quality professional development for teachers, and tools for teachers to continue to use. Least effective was our Teachers N Town program that, unfortunately, did not bring as many families out as we had hoped.

ATTACHMENTS

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

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.*

Our continued focus on student achievement as we continuously improve our work processes will increase student achievement. We continue to refine the PLC process to drive student achievement. Additionally, our writing plan will be dramatically different in the way we instruct and assess writing standards. The focus on daily exit slips will give regular formative feedback and define next steps. Additionally, we will be moving the parent engagement programs to the school campus as well as increasing the amount of money budgeted for professional development.

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)
Needs Assessment	Here is the T1 Needs Assessment.	1, 4A