HMS 17-18 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access <u>The Missing Piece</u> overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Kelland L. Garland - Principal Elizabeth Starnes - Assistant Principal Michele Taylor - Counselor Samantha Powell - Instructional Coach Tony Suddath, Melinda Jeffries, Leslie Saurer - SBDM Teacher Reps Sherry Shaft, Angie Snook - SBDM Parent Reps

COMMENTS
Please enter your comments below.

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

2. Use the <u>rubric</u> to diagnose 3-5 strengths or leverage points identified with your planning team.

1. All new students and parents meet with our counselor before enrollment and are given a tour of our building. Policies, procedures, and expectations are discussed with the families. 2. Academic data and the interests/likes of the students are shared with counselor to be able to pass on to faculty and staff. 3. We also have student led conferences for the parents to learn about their child's individual learning and needs.

COMMENTS
Please enter your comments below.

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

3. Use the <u>rubric</u> to identify 3-5 critical areas for improvement identified by your planning team.

1. We provide direct intervention for our novice students, but we do not share strategies with parents. We also do not do a good job of explaining to them the reasoning for intervention and how the skills are selected. 2. School leadership does not meet with business or organization leaders to provide data or areas of need for support and/or sponsorships. 3. We need to improve in our 2-way communication in regards to academic concerns and celebrations. Parents would say we mostly communicate in the area of behavior.

COMMENTS
Please enter your comments below.

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

4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

Title I Parent Involvement funds are being used to set up information nights to provide strategies to parents on how to support their students at home. We will also help them understand the technology tools that are implemented in the classroom on a daily basis. As far as meeting with business leaders, the principal has signed up for the Chamber of Commerce newsletter to be able

to attend luncheons and to network. For 2 way communication, time will be provided during professional days to contact families for discussions on progress, not only in the area of behavior. This allotted time will allow the teachers and parents to have a discussion that is not rushed or constrained by time.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be adressed.

79% - Teachers work in professional learning communities to develop and align instructional practices. This is a decrease from 2015 where 94% of our teachers agreed. This needs to be addressed because research proves that when teachers are working in PLCs, their students learn at a higher level. The data that is shared and analyzed provides insight into the teaching that needs to be taking place in the classroom on a daily basis.

COMMENTS
Please enter your comments below.

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

Part III

1. How will the school engage a variety of shareholders 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 principal will reinstate a monthly meet & greet with parents and community members that was successful two years ago. They sessions were well attended and were beneficial in developing policies and practices that positively impacted student learning at Hebron. These sessions will be publicized outside of just the school newsletters and the principal will work with the Chamber of Commerce to entice business leaders to come into the school to see the great things happening for the students.

COMMENTS
Please enter your comments below.

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)

HMS Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 10/27/2018
Status: Open

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?

The data for Hebron Middle School is reviewed by the SBDM Council (Kelland L. Garland (chair), Leslie Saurer, Arianne Austin, Melinda Jeffries (teachers), Angela Snook, and Jonathan Fox (parents). Our data is also reviewed by each content Collaborative Team and in RTI meetings. Collaborative Teams meet bi-weekly, as well as RTI meetings. The SBDM Council meets monthly and receives an update and current picture of what our data says about our school and student achievement. Behavior data is also reviewed by our PBIS Committee and this data is reviewed by all faculty and staff on a monthly basis. The documentation for these meetings exist in agendas, minutes, and Google Slides.

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.

-62% of all students are proficient/distinguished in Reading on KPREP -We had an increase in distinguished in Math(8.4) and Reading(5.5) from 2017-2018 -Novice reduction in Math has continued since 2015 (31.8 down to 20.8) -MAP Data shows that 59% of our students are Proficient > in Reading -MAP Data shows that 48% of our students are Proficient > in Math - Behavior referrals for the 1st month of school in 2018 was 41 compared to 46 in 2017 -Top 5 Behaviors for 2018: physical aggression, abusive language, multiple minors, overt defiance, and lying/cheating

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.

"The students with disabilities population at Hebron is our priority. - Writing: There were 0% of the students with disabilities who scored a proficient and distinguished. When compared to all students at 44% proficient and distinguished the dependency in performance is highlighted as a concern. In addition, 66.7% of students with disability was novice, which is 51% more than the all students category. - Reading: 51.5% of the students with disabilities were novice, in comparison to all students who were 19% novice. There were 41.2% more in the all students category who scored proficient and distinguished than students with disabilities. - Math: Students with disabilities were 42.4% novice. This is 28% more when compared to all students. Furthermore, all students had 39.5% more proficient and distinguished than students with disabilities. This is a significant gap between all students and students with disabilities. Students in the free and reduced lunch category is a concern, but not a priority at this time. - Writing has the largest gap between the student who qualify for free and reduced lunch and all students. 18.4% more students in the all students category scored proficient and distinguished than those who were qualify for free or reduced lunch. "

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?

-Distinguished in Reading has increased over the last 4 consecutive years (18.3 to 27.4) -F/R Lunch students have decreased in Math Novice over the last 4 years -Sp. Ed. students have decreased their Writing Novice from 3 years ago (77.4 to 66.7) -Sp. Ed students have not had any Proficient/Distinguished students in Writing over the last 3 years -Top 5 behaviors in 2017 - 2018: physical aggression, fight, abusive language, harassment, and overt defiance - Top 5 behavior in 2018-2019: physical aggression, abusive language, multiple minors, overt defiance, and lying/ cheating - Fights decreased from 21.6% of our behaviors this time last year to 2% this year. Lying/ cheating increased from 0% this time last year to 8.1% this year.

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 1: Teachers are reviewing priority standards and creating learning targets. Teachers are analyzing data by content to identify areas of growth and developing plans to increase student proficiency. KWCP 5: Teachers are currently looking at their assessments to analyze their effectiveness at measuring the learning of standards. We have a multi-tiered system of support and students are able to move throughout the levels, based on needs. The principal uses several data points to make decisions for the overall instructional plan of the school. KWCP 6: We implemented a House System this year to improve and culture in our building and within our classrooms. Teachers are still receiving professional learning on building classroom community to improve student learning. Communication with parents is still an area of growth for our school, in regards to two-way communication.

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%.

-Reading F/R Lunch Distinguished is the highest % in the district at 17.1, compared to 11.9 as the next highest -Math F/R Lunch Distinguished is the highest % in the district at 13.0, compared to 10.6 as the next highest -Math F/R Lunch Novice has decreased for 4 consecutive years (31.8-25-24.2-20.8) -Fights decreased from 21.6% of our behaviors this time last year to 2% this year. -58% of all students were Proficient/Distinguished in Social Studies -4.4% of all students were Novice in Social Studies The % of students with disabilities scoring Proficient/Distinguished in Reading increased the last 3 years

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

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 10/22/2018
Status: Open

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

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

. O   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**
- O   No
- O   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)
HMS PD Plan	This is the 2018-19 HMS PD Plan.	2, 4, 5
HMS Seminar assignments	This document shows which content area staff is assigned to provide support, based on student needs.	6, 7
Non-HQ Teacher Notice	This letter notifies parents when their child is taught for four weeks by a non-certified teacher in that content area.	9
Parent Compact	This is the HMS Title I Parent Compact	8
Support Staff Schedule	This schedule shows the certified teacher that is in direct supervision of the non-instructional staff of HMS.	11, 12
Title 1 Night - Sign in	Attached is a parent/student sign in for the title one nights that we hosted at the beginning of the 18-19 school year.	3, 8

Phase Two: School Safety Report

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 10/22/2018
Status: Open

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. Our EMP was reviewed by local law enforcement and fire department. Law Enforcement 8-31-18 Fire Department 8-30-18

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. First responders were provided with a copy of our EMP and a diagram of the school that includes all emergency shutoff valves.

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. Primary and secondary evacuation routes are posted in each classroom by the doorway.

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. Each classroom has a poster with severe weather safe zones.

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. The prior year's EMP was reviewed and necessary changes were made to the current year's EMP.

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 <u>current</u> 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 7th, 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. All emergency drills were conducted within the first 30 days of the school year.

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. All required drills were conducted during the month of January.

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)
Drill Sheet (Jan 2018)	Attached are the drill sheets from Jan. 2018. The drills were taught and executed with fidelity.	8
Drill Sheets - 18-19	Attached are the drill sheets for all drills given the first week of school. All drills were taught and executed with fidelity.	7
Hebron's 18-19 Emergency Management Plan	This attachment includes the emergency management plan (EMP) in its entirety. It includes the dates in which the EMP was shared with local police and fire. The floor plans that include all valves, floor plans used to mark the fire routes, and the floor plans with the severe weather safe zones are all included. The plan was created after reviewing and making needed changes to last years plan.	1, 2, 3, 4
Hebron's Floor Plans	There are 4 slides within the link. The first slide is a map of the school that indicates room numbers and teacher's names. The second slide is a slide that was used to print and then mark primary and secondary routes for school evacuations. The third slide indicates the severe weather safe zones. The last slide includes all emergency resources, this slide will be given to any first responder that comes to Hebron.	2, 3, 4
Sign-in Sheet	This attachment includes a sign-in sheet for the staff when the emergency management plan was shared.	6

HMS Phase Three: Comprehensive Improvement Plan for Schools:20

Phase Three: Comprehensive Improvement Plan for Schools

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/20/2018
Status: Locked

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.

N/A

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)
HMS CSIP Goals	Here are our 2019 CSIP Goals, with Strategies and Activities included.	

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: Increase the combined reading and math percentage of proficient/distinguished students from 54% (2018) to 70% (2021) as measured by KPREP.		
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** *below 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
Objective 1- Increase the percentage of students scoring Proficient/Distinguished in Reading from 62.4% to 67% by Spring 2019.	KCWP 4 - Review, Analyze, and Apply Data Addressing this process ensures an established system for examining and interpreting data in order to determine priorities for individual student success.	KCWP 4- Highly qualified teachers will use the PLC process to review classroom assessment data and plan for re-teaching. (SWP 1, 2, 3, 8, 9)	Development of lesson for re-teaching based on data analysis will be evident in Unit Plans.	August 2019 - December 2019	$0
	KCWP 3 - Design and Deliver Assessment Literacy Addressing this process will ensure assessments are high quality and aligned to the rigor of standards.	KCWP 3 - Highly qualified teachers will use the PLC Process to review and revise assessments to ensure level of rigor on questions matches level of rigor on the standards. (SWP 1, 2, 3, 8, 9)	Assessments will be reviewed by Instructional Coach.	January 2019 - June 2019	$0
	KCWP 5 - Design, Align, and Deliver Support Addressing this process ensures a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	KCWP 5 - Principal and Instructional Coach are participating in a district PLC training through Solution Tree. (Turnaround Leadership)	Unit Plans are reviewed and monitored by administration and instructional coach, with tool.	January 2019 - June 2019	District Funds

Objective 2- Increase the percentage of students scoring proficient/distinguished in Math from 45.6% to 50% by Spring 2019.	KCWP 4- Review, Analyze, and Apply Data Addressing this process ensures an established system for examining and interpreting data in order to determine priorities for individual student success.	KCWP 4 - Highly qualified teachers will use the PLC process to meet in collaborative teams bi-weekly to review classroom assessment data and plan for re-teaching. (SWP 1, 2, 3, 8, 9)	Development of lessons for re-teaching, based on data analysis, will be evident in Unit Plans.	August 2019 - December 2019	$0
	KCWP 3 - Design and Deliver Assessment Literacy Addressing this process will ensure assessments are high quality and aligned to the rigor of standards.	KCWP 3 - Highly qualified teachers will use the PLC Process to review and revise assessments to ensure level of rigor on questions matches level of rigor on the standards. (SWP 1, 2, 3, 8, 9)	Assessments will be reviewed by Instructional Coach.	January 2019 - June 2019	$0
	KCWP 5 - Design, Align, and Deliver Support Addressing this process ensures a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	KCWP 5- Principal and Instructional Coach are participating in a district PLC training through Solution Tree. (Turnaround Leadership)	Unit Plans are reviewed and monitored by administration and instructional coach, with tool.	January 2019 - June 2019	District Funds

2: Separate Academic Indicator

Goal 2 : Increase the overall Separate Academic Indicator score from 68.0 to 73.0 by 2021 as measured by KPREP.

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- Increase the Science Index from 56.7 to 62.5 by Spring 2019.	KCWP 1- Design and Deploy Standards Addressing this process helps ensure a guaranteed and viable paced Science curriculum based on state standards that support instruction and assessment for all students.	KCWP 1- Highly qualified teachers will use the PLC process to ensure vertical alignment of standards to identify instructional gaps. (SWP 1, 2, 3, 8, 9)	Unit plans reflect the PLC decisions and alignment of curriculum.	January 2019 - June 2019	District Funds
	KCWP 2- Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	KCWP 2 - Administrators will monitor delivery of instruction that includes rigorous and evidence based strategies that match the DOK level of the standards. (SWP 1, 2, 3) (Turnaround Leadership)	Eleot Tool and classroom visit feedback	January 2019 - December 2019	$0

Objective	Strategy	Activity	Measure of Success	Timeline	Funding
Objective 2 - Increase the Social Studies Index from 80.6 to 83.75 by Spring 2019.	KCWP 1 - Design and Deploy Standards Addressing this process helps ensure a guaranteed and viable paced Social Studies curriculum based on state standards that support instruction and assessment for all students.	KCWP 1- Administration and Instructional Coach will review Unit Plans and provide feedback to teachers to ensure DOK congruence is present between standards, learning targets, and assessment measures. (SWP 1, 2, 3, 8, 9) (Turnaround Leadership)	Unit Plans display congruency between DOK level of standards and planned lessons.	January 2019 - June 2019	$0
	KCWP 2- Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	KCWP 2 - Administrators will monitor delivery of instruction that includes rigorous and evidence based strategies that match the DOK level of the standards. (SWP 1, 2, 3) (Turnaround Leadership)	Eleot Tool and classroom visit feedback	January 2019 - December 2019	$0
Objective 3- Increase the Writing Index from 66.8 to 71.75 by Spring 2019.	KCWP 4- Review, Analyze and Apply Data Addressing this process ensures an established system for examining and interpreting data in order to determine priorities for individual student success.	KCWP 4- Common Formative Assessments will be given to analyze student progress towards mastery of writing components, including organizers and protocols. (SWP 1, 2, 3, 8, 9)	PLC Data review will provide data analysis and drive instruction for next steps.	January 2019 - December 2019	$0
	KCWP 2- Design and Deliver Instruction Addressing this process helps ensure that core instructional process is provided to all students utilizing evidence based strategies.	KCWP 2- Highly Qualified Teachers will implement the "Rainbow Method" of self-assessment for students in Writing. (SWP 1, 2, 3, 8, 9)	PLC Data review will monitor student progress through School-wide ODW.	January 2019 - December 2019	Title I funds ESS funds

3: Gap

Goal 3: Decrease the combined percentage of Novice and Apprentice students in Reading and Math from 46% to 35% by Spring 2021 as measured by KPREP.		
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
Objective 1 – The combined percentage of Free/Reduced Lunch students scoring Novice and Apprentice in Reading and Math will decrease from 60.2% to 54% by Spring 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 free/reduced lunch students.	KCWP 2:Highly Qualified Teachers will incorporate culturally responsive practices in lesson plans, activities, assessment, and daily operations. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	School-wide MAP assessment data will show growth for students that qualify for F/R lunch.	January – December 2018 This will be monitored as part of the monthly classroom visits.	Title I funds ESS funds
	KCWP 5- Design, Align, and Deliver Support Addressing this process helps ensure that appropriate academic interventions are taking place to meet the needs of all free/reduced lunch students.	KCWP 5: Highly Qualified Teachers will provide evidence-based interventions to identified students in RTI/MTSS. This will include applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies (Reading, Math) (SWP 1, 2, 3, 4, 6, 8, 9)	Progress monitoring of students in RTI/MTSS and entry/exit, and progress monitoring checks, MAP Data	January – December 2018 This is an ongoing activity and will be measured throughout the year to determine success.	Title I funds ESS funds
		KCWP 4– Highly qualified teachers will use the PLC process to review classroom assessment data and plan for re-teaching. (SWP 1, 2, 3, 8, 9)	Development of lesson for re-teaching based on data analysis will be evident in Unit Plans.	August 2019 - December 2019	$0

Objective 2 - The combined percentage of Students With Disabilities scoring Novice and Apprentice in Reading and Math will decrease from 86.4% to 78% by Spring 2019.	KCWP 1 - Design and Deploy Standards Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all students with disabilities.	KCWP 1: Highly Qualified Special Education Teachers will develop and document specially designed instruction to address the content. (SWP 1, 2, 3, 4, 8, 9)	Unit Plans are reviewed and monitored by administration and instructional coach, with tool.	January. - May 2018	$0
	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.	KCWP 2: Through best practices in co-teaching, general education and special education teachers work together to ensure all students have access to high quality, grade level curriculum. (SWP 1, 2, 3, 4, 9, 10)	School-wide MAP assessment data will show growth for students with disabilities.	January - December 2018	$0
	KCWP 5 - Design, Align and Deliver Support Addressing this process ensures that students receive best practice instruction.	KCWP 5: Instructional Feedback provided to highly qualified Highly Qualified Teachers to increase effectiveness based upon the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the instruction occurring in the classroom. (SWP 1, 2, 3, 4, 8) (Turn Around Leadership)	Monitoring by the principal to see if instruction improves and increases based upon the feedback provided, based on MAP scores and the Eleot Tool/Learning,	January - December 2018	$0
		KCWP 5: Highly Qualified Special Education Teachers will meet in a collaborative team with district special education on a bi-weekly basis to analyze data and get additional guidance on practices that will increase the success of special education students.	CT Agendas, Student growth on MAP	January - December 2018	$0

4: Growth

Goal 5: Increase the combined Reading and Math percentage of Distinguished students from 23% (2018) to 30% (2021) as measured by KPREP.

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 - Increase the percentage of Free/Reduced Lunch students scoring Distinguished in Reading to 20% by Spring 2019.	KCWP 5- Design, Align, and Deliver Support. Addressing this process will assist with ensuring appropriate academic interventions are taking place to meet the individual needs of F/R students to meet mastery of standards.	KCWP 5- Addressing this process ensures we have a school wide system with documentation tools, service frequency, intervention strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 4, 8, 9) (Turnaround Leadership)	Interim Assessment Data	January 2019 - December 2019	Title I funds ESS funds
	KCWP 3- Design and Deliver Assessment Literacy. Addressing this process will ensure assessments are high quality and aligned to the rigor of standards.	KCWP 3- Highly qualified teachers will use the PLC Process to review and revise assessments to ensure level of rigor on questions matches level of rigor on the standards. (SWP 1, 2, 3, 8, 9)	Assessments will be reviewed by Instructional Coach.	January 2019 - June 2019	$0
Objective 2 - Increase the percentage of Free/Reduced Lunch students scoring Distinguished in Math to 15% by Spring 2019.	KCWP 5- Design, Align, and Deliver Support. Addressing this process will assist with ensuring appropriate academic interventions are taking place to meet the individual needs of F/R students to meet mastery of standards.	KCWP 5- Addressing this process ensures we have a school wide system with documentation tools, service frequency, intervention strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 4, 6, 8, 9) (Turnaround Leadership)	Interim Assessment Data	January 2019 - December 2019	Title I funds ESS funds

	KCWP 3- Highly qualified teachers will use the PLC Process to review and revise assessments to ensure level of rigor on questions matches level of rigor on the standards. (SWP 1, 2, 3, 8, 9)	January 2019 - June 2019	Assessments will be reviewed by Instructional Coach.	$0
KCWP 3- Design and Deliver Assessment Literacy Addressing this process will ensure assessments are high quality and aligned to the rigor of standards.				

5: Transition Readiness

Goal 6: By Spring 2021, 60% of our 8th grade students will be "high school ready" in Reading and Math (combined), according to MAP data.

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: Increase the percentage of high school readiness in Reading from 35% to 45% by Spring 2019.	KCWP 2- Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	KCWP 2 - Administrators will monitor delivery of instruction that includes rigorous and evidence based strategies that match the DOK level of the standards. (SWP 1, 2, 3) (Turnaround Leadership)	Eleot Tool and classroom visit feedback	January 2019 - December 2019	$0
	KCWP 4- Review, Analyze, and Apply Data Addressing this process ensures an established system for examining and interpreting data in order to determine priorities for individual student success.	KCWP 4- Administrators will teach the 7 Habits of Highly Effective Teens lessons and will work with students to set WIGs (Wildly Important Goals) to empower students to take responsibility for their learning. (SWP 1, 2, 3, 4, 6, 8, 9) (Turnaround Leadership)	WIGs progress monitoring in student agendas	January 2019 - December 2019	$5100 SBDM funds for TLIM grant matching

	KCWP 3 - Design and Deliver Assessment Literacy Addressing this process will ensure assessments are high quality and aligned to the rigor of standards.	KCWP 3- Highly qualified teachers will use the PLC Process to review and revise assessments to ensure level of rigor on questions matches level of rigor on the standards. (SWP 1, 2, 3, 8, 9)	Assessments will be reviewed by Instructional Coach.	January 2019 - June 2019	$0
Objective 2: Increase the percentage of high school readiness in Math from 30% to 40% by Spring 2019.	KCWP 2- Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	KCWP 2 - Administrators will monitor delivery of instruction that includes rigorous and evidence based strategies that match the DOK level of the standards. (SWP 1, 2, 3) (Turnaround Leadership)	Eleot Tool and classroom visit feedback	January 2019 - December 2019	$0
	KCWP 4- Review, Analyze, and Apply Data Addressing this process ensures an established system for examining and interpreting data in order to determine priorities for individual student success.	KCWP 4- Administrators will teach the 7 Habits of Highly Effective Teens lessons and will work with students to set WIGs (Wildly Important Goals) to empower students to take responsibility for their learning. (SWP 1, 2, 3, 4, 6, 8, 9) (Turnaround Leadership)	WIGs progress monitoring in student agendas	January 2019 - December 2019	$5100 SBDM funds for TLIM grant matching
	KCWP 3- Design and Deliver Assessment Literacy Addressing this process will ensure assessments are high quality and aligned to the rigor of standards.	KCWP 3- Highly qualified teachers will use the PLC Process to review and revise assessments to ensure level of rigor on questions matches level of rigor on the standards. (SWP 1, 2, 3, 8, 9)	Assessments will be reviewed by Instructional Coach.	January 2019 - June 2019	$0

6: Other

Goal 7: Increase the percentage of males scoring Proficient/Distinguished in Writing from 28.4% to 50% by 2021 as measured by KPREP.		
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
Objective 1- Increase the percentage of Males scoring Proficient/Distinguished in Writing to 35% by Spring 2019.	KCWP 4- Review, Analyze and Apply Data Addressing this process will ensure assessments are high quality and aligned to the rigor of standards along with using data analysis to drive classroom instruction.	KCWP 4- Common Formative Assessments will be given to analyze student progress towards mastery of writing components, including organizers and protocols. (SWP 1, 2, 3, 8, 9)	PLC Data review will provide data analysis and drive instruction for next steps.	January 2019 - December 2019	$0
	KCWP 2- Design and Deliver Instruction Addressing this process helps ensure that core instructional process is provided to all students utilizing evidence based strategies.	KCWP 2- Highly Qualified Teachers will implement the "Rainbow Method" of self-assessment for students in Writing. (SWP 1, 2, 3, 8, 9)	School-wide ODW assessment data will show growth for male students.	January 2019 - December 2019	$0
Objective 2- Decrease the percentage of Males scoring Novice in Writing to 20% by Spring 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 male students.	KCWP 2- Highly Qualified Teachers will incorporate culturally responsive practices in lesson plans, activities, assessment, and daily operations. (SWP 1, 2, 3, 4, 6, 8, 9, 10)	School-wide ODW assessment data will show growth for male students.	January 2019 - December 2019 This will be monitored as part of the monthly classroom visits.	Title I funds

	KCWP 4- Review, Analyze and Apply Data Addressing this process will ensure student data and information for this subgroup is used to improve instruction and reduce the number of students scoring Novice.	KCWP 4- Common Formative Assessments will be given to analyze student progress towards mastery of writing components, including organizers and protocols. (SWP 1, 2, 3, 8, 9)	PLC Data review will provide data analysis and drive instruction for next steps.	January 2019 - December 2019	$0

HMS Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/21/2018
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.

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.

Teachers develop relationships with students that are in the gap population and advocate for their needs through the youth services center, counselor, or special education case manager depending on their Gap status. . All students belong to a house without regard of their gap status. This allows students to gain access to relationships and leadership opportunities that are not based on their gap status. The culture that we cultivate at Hebron for students in the gap population is one of high expectations, set structures, and supports when needed.

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.

Gaps have existed at Hebron Middle School in the area of Math between our Novice and Distinguished percentages. Over the previous three years, we have scored lower in Distinguished than we have Novice. In 2018, our Distinguished percentage was 18.8% and our Novice was 14.4%! Another area of growth for Hebron has been in Reading. In 2018, we had 62.4% Proficient/ Distinguished, compared to 57.6% in 2015.

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

According to KPREP data, our Free/Reduced Lunch Gap Group has improved in the area of Math, in that our Novice percentage decreased from 25% in 2016 to 20.8% in 2018. Also, our Distinguished percentage increased from 8% in 2016 to 13% in 2018. For our Students With Disabilities Gap Group, there was an increase in the combined percentage of Proficient/ Distinguished in Reading from 16.2% (2016) to 21.2% (2018). For our Free/Reduced Lunch Gap Group, there was a decrease in Writing Novice scores from 36.9% (2016) to 23.1% (2018).

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

For our Students With Disabilities Gap Group, there has not been any progress in Proficient/ Distinguished for Writing. We remain at 0% in both categories. In Reading, there was a slight decrease for Novice from 54.3% to 51.5%, but that is only similar to 2016 at 51.4%. For our Free/ Reduced Lunch Gap Group in Math, there is a decrease in Proficient/Distinguished from 2016 (35.2% to 2018 (29.2%). There is also a decrease in Writing for the Proficient/Distinguished percentage. In 2016 it was 30.6% and 2018 was 25.6%.

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).

There will be professional development given to provide a deeper understanding of the implementation of specially designed instruction and supplementary aids and services to all teachers. There will be follow-up based on the professional development at individual content CTMs, that will address what the Supplementary Aids and Services would look like for reading, writing, and math. Individual teachers who are deemed to need additional support in the area of implementation of the IEP will participate in a book study using, "Success with IEPs: Solving Five Common Implementation Challenges in the Classroom (ASCD Arias) with the Assistant Principal. As a staff, Hebron will revisit the book study of Teaching With Poverty In Mind and Engaging

Students With Poverty In Mind by Eric Jensen. Strategies to use with our students that qualify for Free/Reduced Lunch to make sure we are engaging them in class to increase their learning will be identified through this process.

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.

HMS Administration must establish a better system to monitor and evaluate the implementation of specially designed instruction and supplementary aids and services for special education students in both the resource and general education classrooms. For our students that are in the Free/Reduced Lunch Gap Group, HMS Administration must ensure that culturally responsive strategies are being implemented in the classrooms to engage ALL students at a high level of rigor. For students in both Gap Groups, HMS teachers and staff must set and uphold high expectations for each and every student they teach. Doing so will challenge these students and force them to be engaged in class and take responsibility for their own learning.

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.

Hebron Middle School staff has completed a book study of Teaching With Poverty In Mind and Engaging Students With Poverty In Mind by Eric Jensen. We will revisit these books and identify strategies to use with our students that qualify for Free/Reduced Lunch to make sure we are engaging them in class to increase their learning. A valuable resource is our Youth Service Center Director, Pam Herm, and she is knowledgeable about programs and resources available for our students and families. She will present these opportunities at each faculty meeting to help our staff better understand local programs we can utilize. From the district level, our Assistant Superintendent led all administrative staffs through the AdvancEd Leadership Standards to help us reflect on our systems for learning, leadership, and resources and to determine next steps in our continuous improvement.

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).

The combined percentage of Free/Reduced Lunch students scoring Novice and Apprentice in Reading will decrease from 49.6% to 44% by Spring 2019. The combined percentage of Free/Reduced Lunch students scoring Novice and Apprentice in Math will decrease from 70.8% to 63% by Spring 2019. The percentage of Students With Disabilities scoring Novice and Apprentice in Reading will decrease from 78.8% to 70% by Spring 2019. The percentage of Students With Disabilities scoring Novice and Apprentice in Math will decrease from 93.9% to 84% by Spring 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.

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)
HMS Achievement Gap Groups	This is the breakdown of the Gap Groups at HMS.	I
HMS Measurable Gap Goals	These are our goals for our Gap Groups	III

Phase Three: Executive Summary for Schools

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/20/2018
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?

Hebron Middle School serves approximately 485 students in grades 6-8, with students coming from a variety of socio-economic statuses. Approximately 10% of the student population is of minority status, while 51% are males and 49% are female. The faculty and staff is made up of less than 5% minority and has 31% males and 69% females. Our communities are suburban, with a portion coming from low income housing and trailer parks. One of our challenges is parent involvement and several of our initiatives have proven to be unsuccessful.

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 Mission Statement is to Develop Learners and Leaders; Build Relationships, Respect, and Perseverance. We believe that ALL students can learn when meaningful relationships are formed in an environment that fosters respect for self and others. We also believe that students must be taught to persevere through challenging educational opportunities and barriers. To improve in implementing our mission and beliefs, we have started a House System to create smaller communities within our school. We hope this will aid us in building relationships with students and lead to more opportunities to teach and model respect and perseverance.

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.

Hebron Middle School has made great strides in Novice reduction over the last three years and has also seen a dramatic decrease in negative behaviors that disrupt the educational process. HMS has implemented The Leader In Me as our character education program and we have added a House System to build community within our school. This year, our Title I Fall Parent/Teacher/ Student Conference night had 152 students with a representative attend, our highest total in over five years. We need to continue working on reducing the number of novice & apprentice students in each content area and pushing our students toward proficiency. We also need to continue working on empowering our students to take responsibility for their learning.

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.

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)

HMS Phase Three: Title I Annual Review

Phase Three: Title I Annual Review

Hebron Middle School
Kelland Garland
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/21/2018
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 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.*

The Hebron Middle School Site Based Decision Making Council reviewed the Continuous Improvement Diagnostic Rubric in the area of Objective 2: Communications. It was determined that HMS would be scored at a Proficient level in this area, based on feedback from parents and evidence of communication with parents and our community. The area of greatest need was determined to be Objective 5: Learning Opportunities with ensures that families have opportunities to learn how to support their child's learning.

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.*

Our first step in our plan was to increase the number of students with a parent/representative to attend our Title I Parent/Teacher/Student Conference night. The most we have had prior to this year was 80 students with a representative showing up. This year, we had 152 and we feel that it was our decision to provide a home cooked meal for families that were able to attend. Teachers also sent home personalized invitations to our lowest-achieving students. Our next step is to host information sessions for parents to help them understand the curriculum, grading, and services we provide at Hebron Middle School. These will begin in January 2019 and will occur monthly, with each session covering different topics and allowing for feedback and questions. For the academic strategies in our plan, we continue to offer a dedicated daily intervention time for our lowest achieving students. We also utilize MAP testing data to intentionally schedule students in their core content classes. The MAP data is also used by teachers to create groups within their classes for optimum learning. HMS Administration provides consistent feedback to teachers on their instruction and student performance and provide resources to help them grow.

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.*

Beginning in January 2019, the principal will host information sessions with parents to provide them with opportunities to learn about the school's curriculum, instruction, and services provided. Title I parent engagement funds will be used to help promote the sessions and to provide light refreshments to make them appealing. Funds will also be used to provide resources to parents as needed to help them support their child's learning. This area was identified based on using the Continuous Improvement Diagnostic Rubric.

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.*

A change in next year's engagement plan will be to offer these sessions sooner, perhaps even before school begins. An alternative is to provide the information in written form with the principal sending out letters that cover the different topics that will assist parents in supporting their child's learning.

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.*

Based on MAP and KPREP data, our schoolwide programs have reduced novice scores in the content areas, but we need to reduce the number of students scoring in the apprentice range. Our schoolwide behavior program has reduced the percentage of negative behavior significantly and thus helping improve the overall learning environment for our students.

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.*

The most effective component of our schoolwide program, according to MAP and KPREP, is the content area of Reading. We are consistently at 60% Proficiency in this area, which is an improvement from the previous years. The least effective component of our schoolwide program, according to KPREP and school data, is the content area of Writing. Males are significantly lower achieving than females, and Free/Reduced Lunch males making up a majority of that low score.

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.*

Changes to next year's plan include students self-assessing their writing to receive immediate feedback. This will also increase their responsibility for their own learning. We will also look to increase writing in other content areas, including the frequency and relevancy in each class.

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)