

KDE Continuous Improvement Diagnostic 2017-2018

KDE Continuous Improvement Diagnostic

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

Last Modified: 09/12/2018

Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) 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:

Ruth Esterle - Principal
Melissa Pratt - LMS
Kelly Aikman - Classroom Teacher
Kacie Fiske - STEAM Teacher
Kaet Barron - Counselor
Aerial McFadden
Carla Wilson

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 [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Objective 6 - MES staff engages and partners with community members to plan and implement substantive work to improve student achievement. Objective 5 - MES staff offers multiple learning opportunities for families to understand how to support their child's learning. Objective 2 - MES offers varied ways that parents can share information with teachers about their children's learning needs.

COMMENTS

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

1. School council and committees have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election. 2. District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs. 3. District and school staff encourage continuous and meaningful communication with all parents about their students academic goals and progress

COMMENTS

Please enter your comments below.

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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.

1. MES staff will work with PTO to increase parental recruitment and involvement in the decision making process. SBDM parent elections will coincide with parent participation nights such as Open House, Fall Festival, or parent/teacher conferences. We will continue to publicize these events and SBDM meetings through social media, websites, and signage. 2. MES staff will implement student led conferences where students will discuss areas of strengths and ways they can continue to

progress. 3. MES will increase parent communication by soliciting input from parents through an inventory survey to target how their child learns best.

COMMENTS

Please enter your comments below.

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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 addressed.

According to the 2017 TELL Survey, 70.4% agreed with the following statement: (Q2.1.c)- Teachers are allowed to focus on education of students w/ minimal interruptions. To address this area of improvement the school office will limit the amount of phone calls made to the classroom during instructional time. The intercom will be utilized in order for instructional time to be maximized throughout the day.

COMMENTS

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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.

SBDM committees consist of teachers from each grade level, as well as special education and special area, and a parent representative. Committee meeting minutes will be accessible through a shared Google document. SBDM Committees will monitor the CSIP quarterly for implementation and impact check and give input where needed.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: The Needs Assessment for Schools 2018-2019 MES

Phase Two: The Needs Assessment for Schools

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

One process used for the review, analysis, and application of data is our weekly PLC meetings where we look at common formative and summative assessments. These meetings include the regular education teachers, special education teachers, interventionists, and the leadership team (principal, counselor, instructional coach). These meetings are documented in our PLC agenda folder on Google Drive. Two other times stakeholders look at this data is during monthly Bullitt Days and bi-monthly Faculty Meetings. During this time, both certified and classified staff analyze summative data results, such as KPREP an MAP, and create plans for next steps. Our ABRI Committee meets monthly to analyze school summative data as well to help with the revision of current school processes and core instruction, both behaviorally and academically. This committee is composed of grade level and team representatives and the Leadership Team. Our SBDM committee meets monthly to review data which influences the revision of school policies. This committee is composed of parents, teachers, and the principal.

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Academic State -4th Grade Reading Proficient/Distinguished went up 18.9% to 56.8% -4th Grade Reading Novice Reduction by 9% to 25.8% -4th Grade Math Proficient/Distinguished went up 6.8% to 44.7% -3rd Grade Reading Proficient/Distinguished fell 29.1% to 29.2% -3rd Grade Reading Novice increased 19.7% to 41.4% -3rd Grade Math Proficient/Distinguished fell 18.8% to 34.5% -3rd Grade Math Novice increased 14.4% to 34.4% -5th Grade Reading Proficient/Distinguished decreased 11.3% to 49.1% -5th Grade Reading Novice increased 5.2% to 27.8% -5th Grade Math Proficient/Distinguished decreased 6% to 39.3% -5th Grade Math Novice increased 1.7% to 26.2% -5th Grade On Demand Proficient/Distinguished decreased 24.6% to 13.1% -5th Grade On Demand novice increased 21.7% to 44.3% Non-Academic State -The number of in school behavior referrals has decreased from 42 in 2016 to 35 in 2017.

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Priorities/Concerns

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

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

3rd and 5th grade novice scores have substantially increased, per KPREP. -3rd Grade Reading Novice increased 19.7% to 41.4% -3rd Grade Math Novice increased 14.4% to 34.4% -5th Grade Reading Novice increased 5.2% to 27.8% -5th Grade Math Novice increased 1.7% to 26.2% According to our Quality Factors Survey given to teachers, they identified parent involvement as a missing piece to school success. 83.3% of teachers believe parents seldom or only sometimes connect student school experiences with engagement, outcomes, and overall learner success. Over 50% of teachers feel that only few or some parents and legal guardians are actively involved. Our eProve Missing Piece survey revealed a need to increase the number of opportunities for stakeholders to provide feedback on current school processes and decision making. Of the 5 SBDM members, all 5 of them rated this as apprentice on the survey.

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Trends

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

Novice numbers have continued to increase for 3rd and 5th grades in reading and math. Proficient/distinguished percentages have continued to decline for 3rd and 5th grade in reading and math. Increased number of behavior referrals on the bus.

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

In order to produce the desired changes for Maryville Elementary, we will focus on two KCWPs. KCWP 2: Design and Deliver Instruction Some processes within this KCWP that need to be reviewed and revised are our RTI program and protocols, curriculum mapping and alignment, tiering of instruction, professional learning opportunities, and PLC/collaborative team processes. Some practices that will be implemented include a close examination of effective instructional strategies and how they are used in the planning and PLC processes. The use of summative and formative assessment data will begin to inform instructional decisions when looking at mastery for students. Some conditions within the building that need revision are communication processes between all stakeholders involved in student learning: regular education teachers, special education teachers, interventionists, counselors, parents, etc. The improvement of this communication will maximize collaboration between all parties and benefit student achievement. KCWP 4: Review, Analyze and Apply Data Results A process that needs revision for this KCWP is our use of data to drive instruction. This will impact our PLC/collaborative team and RTI processes. Some practices that will be involved in this will be the collection, discussion, and use of data. We will also take into consideration the impact of trauma and poverty on our students to inform our decisions on social and emotional supports. In order to achieve these things, we must look at the condition of collaboration and communication between all stakeholders.

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Strengths/Leverages

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


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

-4th Grade Reading Proficient/Distinguished went up 18.9% to 56.8% -4th Grade Reading Novice Reduction by 9% to 25.8% -4th Grade Math Proficient/Distinguished went up 6.8% to 44.7%

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MES Fall MAP Data	This is a school wide picture of our current fall MAP data for grades K-5.	

Phase II: School Assurances 2018-2019

Phase Two: School Assurances

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

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Instructional Strategies

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Title I Application

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

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

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.






- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CSIP	MES CSIP 2017-2018	1, 5, 6, 7, 10, 12
 Comprehensive Needs Assessment	Bullitt Day Agenda	3
 Master Schedule	MES Master Schedule 2018-2019	11
 PD Plan	MES PD Plan 2018-2019	2, 4
 Parent Compact and Policy	MES Parent Compact and Policy 2018	8

MES Phase II: School Safety Report 2018-2019

Phase Two: School Safety Report

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
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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 severe 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

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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

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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

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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

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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

ATTACHMENTS

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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

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7. During the first 30 instructional days of the current 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 not being asked to certify that here.

yes

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8. During the month of January during the prior 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 not being asked to certify that here.

yes

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase III: Comprehensive Improvement Plan for Schools 2019

Phase Three: Comprehensive Improvement Plan for Schools

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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


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

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2019 Maryville Elementary Comprehensive School Improvement Plan	Goal Builder	

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:

For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.

For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.

- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: To increase the combined (reading and math) percentage of proficient and distinguished students from 41.8 % to 46% by 2021.

<p>Which Strategy will the district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the reading percentage of proficient/distinguished students from 44.4% to 49% by the Spring of 2019.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>The desired outcome is that all students have access to a rigorous and viable curriculum. The activities will ensure teachers design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.</p>	<p>Pacing Days- Highly qualified teachers will spend an entire day with their horizontal team to identify mastered standards and create a pacing guide for the remainder of the 2018/2019 school year. Horizontal and vertical teams will revisit pacing guides to plan for the 2019/2020 school year. (SWP 1, 2, 3, 4, 8)</p> <p>RTI- Horizontal grade level teams composed of highly qualified teachers participate in the tiering of instruction. They work to identify instructional resources used to teach tiers 1, 2, and 3 and collaborate with interventionists to plan this instruction. (SWP 1, 2, 3, 4, 8, 9)</p>	<ul style="list-style-type: none"> • Pacing Guides • Data Analysis- teachers will look at mastery towards standards on assessments • MAP proficiency increases 		\$0
			<ul style="list-style-type: none"> • students will move in and out of tiers 2 and 3 based off current student progress and data • compiled list of instructional resources 		\$81,000- Title I Funds

		<p>Bellarmine Literacy Project (BLP)- Highly qualified primary teachers are participating in the Bellarmine Literacy Project. These highly qualified teachers are implementing the 5 components of reading within their daily reading instruction and completing assessments to measure mastery of standards. (SWP 2, 3, 4, 5, 8, 9)</p> <p>LEAP- Highly qualified certified teachers and LEAP committee will continue to analyze data to identify K-2nd grade students who would benefit from Saturday and Summer School, which will focus on improving foundational skills in literacy. (SWP 2, 3, 8, 9)</p>	<ul style="list-style-type: none"> • DRA • PASS • TOWRE • Words Their Way 		District Funds
		<p>KCWP 4: Review, Analyze and Apply Data</p> <p>The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.</p>	<p>PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings to analyze data, identify student needs, and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)</p> <p>ABRI- The ABRI Committee, composed of highly qualified teachers, principal, instructional coach, and counselor, will</p>	<ul style="list-style-type: none"> • DRA • PASS • Progress Reports 	District Funds
			<ul style="list-style-type: none"> • PLC Minutes <ul style="list-style-type: none"> ◦ determination of instructional next steps ◦ student work ◦ mastery towards standards • Data Analysis <ul style="list-style-type: none"> ◦ formative assessments ◦ summative assessments • Lesson Plans • Agenda and Minutes • Data Analysis <ul style="list-style-type: none"> ◦ whole school behavior 	\$0	
			<ul style="list-style-type: none"> • Lesson Plans • Agenda and Minutes • Data Analysis <ul style="list-style-type: none"> ◦ whole school behavior 	\$0	

	collaborate with the University of Louisville to implement and refine effective school-wide academic and behavior RTI. (SWP 1, 2, 3, 4, 8, 9)	<ul style="list-style-type: none">whole school academicSWIS			\$200- Title I Parent Involvement Funds
KCWP 6: Establishing Learning Culture and Environment The desired outcome is to build school to home connections, so that students are receiving support from all stakeholders. The activities will ensure that strong relationships are built between school personnel and families. Families will also have instructional activities to take home to support student learning.	Title I Family Literacy Night- This event allows the school to partner with parents to inform them of literacy curriculum expectations and best practices. Strategies and activities are shared that can be used at home to enhance student achievement. The Family Resource Coordinator and Family Liaison share and provide resources for families that attend. (SWP 1, 2, 3, 4, 6, 7, 8, 9, 10) Kindergarten Readiness- Preschool students participate in activities aimed at easing the transition to kindergarten. Activities are created through collaboration between the highly qualified preschool and kindergarten teachers and assistants, including home visits and the district-wide Kindergarten Kick Off. (SWP 1, 2, 3, 6, 7, 8, 9, 10)	<ul style="list-style-type: none">Sign-in SheetTitle I Parent Survey			\$0
Objective 2: Increase the math percentage of proficient/distinguished students from 39.2% to 43% by the Spring of 2019.	KCWP 2: Design and Deliver Instruction The desired outcome is that all students have access to a rigorous and viable curriculum. The activities will ensure	<ul style="list-style-type: none">Pacing GuidesData Analysis- teachers will look at mastery towards standards on assessmentsMAP proficiency increases			\$0

<p>teachers design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>guides to plan for the 2019/2020 school year. (SWP 1, 2, 3, 4, 8)</p> <p>RTI- Horizontal grade level teams composed of highly qualified teachers participate in the tiering of instruction. They work to identify instructional resources used to teach tiers 1, 2, and 3 and collaborate with interventionists to plan this instruction. (SWP 1, 2, 3, 4, 8, 9)</p> <p>PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings to analyze data, identify student needs, and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)</p> <p>ABRI- The ABRI Committee, composed of highly qualified teachers, principal, instructional coach, and counselor, will collaborate with the University of Louisville to implement and refine effective school-wide academic and behavior RTI. (SWP 1, 2, 3, 4, 8, 9)</p> <p>Title I Family Math Night- This event allows the school to partner with parents to inform them of math curriculum</p>	<ul style="list-style-type: none"> students will move in and out of tiers 2 and 3 based off current student progress and data compiled list of instructional resources <ul style="list-style-type: none"> PLC Minutes <ul style="list-style-type: none"> determination of instructional next steps student work mastery towards standards Data Analysis <ul style="list-style-type: none"> formative assessments summative assessments Lesson Plans Agenda and Minutes Data Analysis <ul style="list-style-type: none"> whole school behavior whole school academic SWIS Sign-in Sheet Title I Parent Survey 	<p>\$30,000- Title I Funds</p> <p>\$0</p> <p>\$0</p> <p>\$200- Title I Parent Involvement Funds</p>

	<p>The desired outcome is to build school to home connections, so that students are receiving support from all stakeholders. The activities will ensure that strong relationships are built between school personnel and families. Families will also have instructional activities to take home to support student learning.</p>	<p>expectations and best practices. Strategies and activities are shared that can be used at home to enhance student achievement. The Family Resource Coordinator and Family Liaison share and provide resources for families that attend. (SWP 1, 2, 3, 4, 6, 7, 8, 9, 10)</p> <p>Kindergarten Readiness- Preschool students participate in activities aimed at easing the transition to kindergarten. Activities are created through collaboration between the highly qualified preschool and kindergarten teachers and assistants, including home visits and the district-wide Kindergarten Kick Off. (SWP 1, 2, 3, 6, 7, 8, 9, 10)</p>	<ul style="list-style-type: none"> • Sign-in Sheet • Lesson Plans • formative and summative assessments aligned to Brigance skills 		\$0
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2: Separate Academic Indicator

Goal 2: Increase the average combined writing, science, and social studies percentage of proficient and distinguished students from 26% to 36.3% by 2021.

Which Strategy will the district use to address this goal? <i>(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.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i>	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.
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 writing percentage of proficient/distinguished students from 17.7% to 23.7% by the Spring of 2019.	KCWP 1: Design and Deploy Standards The desired outcome is that teachers will build their knowledge around the writing curriculum with a focus on designing instruction to ensure student mastery. The activities will include vertical conversations between teachers to ensure alignment from K-5.	Writing Plan- Principals, instructional coaches, and highly qualified teachers throughout the district are collaborating to create a district-wide elementary writing plan. Once complete, highly qualified teachers will give feedback to aid in revisions of the plan. They will then meet in vertical teams to plan rigorous instruction at all levels. (SWP 1, 2, 3, 4, 8, 9) PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in PLC meetings focused around writing curriculum and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	<ul style="list-style-type: none"> • Writing Plan • Lesson Plans • Student Writing Samples <ul style="list-style-type: none"> • Data Analysis • Lesson Plans • PLC Minutes <ul style="list-style-type: none"> ◦ determination of instructional next steps ◦ student work 		\$0

				<ul style="list-style-type: none"> o mastery towards standards • Lesson Plans • Student Writing Samples 		
	<p>KCWP 2: Design and Deliver Instruction</p> <p>The desired outcome is that students are given more authentic writing opportunities with immediate feedback to improve their writing.</p>	<p>Live Scoring- Highly qualified teachers will provide monthly live scoring opportunities to all students, which will allow for immediate feedback and the opportunity for students to improve their writing. (SWP 1, 2, 3, 8, 9)</p>			\$0	
<p>Objective 2:</p> <p>Increase the science percentage of proficient/distinguished students from 39.3% to 43.2% by the Spring of 2019.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>The desired outcome is that teachers will build their knowledge around the science curriculum with a focus on designing instruction to ensure student mastery.</p>	<p>PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in PLC meetings focused around science curriculum and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)</p>	<ul style="list-style-type: none"> • Data Analysis • Lesson Plans • PLC Minutes o determination of instructional next steps o student work o mastery towards standards 		\$0	
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>The desired outcome is to build school to home connections, so that students are receiving support from all stakeholders. The activities will ensure that strong relationships are built between school personnel and families. Families will also have instructional activities to</p>	<p>Title I Family STEM Night- This event allows the school to partner with parents to inform them of science curriculum expectations and best practices. Strategies and activities are shared that can be used at home to enhance student achievement. The Family Resource Coordinator and Family Liaison share and provide resources for families that attend. (SWP 1, 2, 3, 4, 6, 7, 8, 9, 10)</p>	<ul style="list-style-type: none"> • Sign-in Sheet • Title I Parent Survey 		\$200- Title I Parent Involvement Funds	

<p>Objective 3: Increase the social studies proficient/distinguished students from 21% to 24.3% by the Spring of 2019.</p>	<p>take home to support student learning. KCWP 1: Design and Deploy Standards The desired outcome is that teachers will build their knowledge around the social studies curriculum with a focus on designing instruction to ensure student mastery.</p>	<p>PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in PLC meetings focused around social studies curriculum and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)</p>	<ul style="list-style-type: none"> • Data Analysis • Lesson Plans • PLC Minutes <ul style="list-style-type: none"> ◦ determination of instructional next steps ◦ student work ◦ mastery towards standards • Lesson Plans 		\$0
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3: Gap

Goal 3 (State your Gap goal): Increase the average combined reading and math proficiency rates for all students in the gap group from 33.2% to 36.5% by 2021.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 reading proficiency rates for all students in the gap group from 38.7% to 42.6% by the Spring of 2019.	KCWP 2: Design and Deliver Instruction The desired outcome is that all students have access to a rigorous and viable curriculum. The activities will ensure teachers design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.	RTI- Horizontal grade level teams composed of highly qualified teachers participate in the tiering of instruction. They work to identify instructional resources used to teach tiers 1, 2, and 3 and collaborate with interventionists to plan this instruction. (SWP 1, 2, 3, 4, 8, 9)	<ul style="list-style-type: none"> students will move in and out of tiers 2 and 3 based off current student progress and data compiled list of instructional resources 		\$81,000- Title I Funds
	KCWP 4: Review, Analyze and Apply Data The desired outcome is that formative and summative	PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings to analyze data, identify student	<ul style="list-style-type: none"> PLC Minutes <ul style="list-style-type: none"> determination of instructional next steps student work 		\$0

	assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.	needs, and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	<ul style="list-style-type: none"> o mastery towards standards • Data Analysis <ul style="list-style-type: none"> o formative assessments o summative assessments • Lesson plans • students will move in and out of tiers 2 and 3 based off current student progress and data • compiled list of instructional resources 		
Objective 2 Increase the math proficiency rates for all students in the gap group from 27.7% to 30.5% by the Spring of 2019.	<p>KCWP 2: Design and Deliver Instruction</p> <p>The desired outcome is that all students have access to a rigorous and viable curriculum. The activities will ensure teachers design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.</p>	<p>RTI- Horizontal grade level teams composed of highly qualified teachers participate in the tiering of instruction. They work to identify instructional resources used to teach tiers 1, 2, and 3 and collaborate with interventionists to plan this instruction. (SWP 1, 2, 3, 4, 8, 9)</p> <p>PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings to analyze data, identify student needs, and determine instructional next steps. (SWP 1, 2, 3, 4, 5, 8, 9, 10)</p>	<ul style="list-style-type: none"> • PLC Minutes <ul style="list-style-type: none"> o determination of instructional next steps o student work o mastery towards standards • Data Analysis <ul style="list-style-type: none"> o formative assessments o summative assessments • Lesson Plans 	\$0	\$30,000- Title I Funds

4: Growth

Goal 5 (State your Growth goal): Increase the average reading and math combined growth indicator from 17.2 to 18 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.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 reading growth indicator from 19.7 to 20 by the Spring of 2019.	KCWP 2: Design and Deliver Instruction The desired outcome is that teachers and interventionists intentionally plan and deliver instruction to ensure all students show mastery of standards. The activities will ensure teachers and interventionists design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery. KCWP 4: Review, Analyze and Apply Data	RTI- Students in the 20th percentile and below will receive tier 2 and/or tier 3 interventions to grow them out of the novice performance level. Highly qualified teachers and interventionists collaborate to create intentional plans targeting learning gaps. (SWP 1, 2, 3, 4, 8, 9) ESS Tutoring- Students identified by highly qualified teachers receive ESS tutoring during and after school. Instruction is based on individualized learning plans (ILPs).	<ul style="list-style-type: none"> students will move in and out of tiers 2 and 3 based off current student progress and data ILPs students will move in and out of tiers 2 and 3 based off current student progress and data ILPs 		\$81,000- Title I Funds \$9,400- ESS Funds \$0

	The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.	and interventionists participate in weekly PLC meetings to analyze data, identify student needs, and determine instructional next steps- both intervention and enrichment. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	<ul style="list-style-type: none"> o determination of instructional next steps o student work o mastery towards standards • Data Analysis <ul style="list-style-type: none"> o formative assessments o summative assessments • Lesson Plans 	
Objective 2 Increase the math growth indicator from 14.6 to 15 by the Spring of 2019.	KCWP 2: Design and Deliver Instruction The desired outcome is that teachers and interventionists intentionally plan and deliver instruction to ensure all students show mastery of standards. The activities will ensure teachers and interventionists design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.	RTI- Students in the 20th percentile and below will receive tier 2 and/or tier 3 interventions to grow them out of the novice performance level. Highly qualified teachers and interventionists collaborate to create intentional plans targeting learning gaps. (SWP 1, 2, 3, 4, 8, 9) ESS Tutoring- Students identified by highly qualified teachers receive ESS tutoring during and after school. Instruction is based of individualized learning plans (ILPs).	<ul style="list-style-type: none"> • students will move in and out of tiers 2 and 3 based off current student progress and data • ILPs 	\$30,000- Title I Funds
	KCWP 4: Review, Analyze and Apply Data The desired outcome is that formative and summative assessment data from the classroom is used to determine	PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings to analyze data, identify student needs, and determine instructional next steps- both intervention and enrichment. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	<ul style="list-style-type: none"> • PLC Minutes <ul style="list-style-type: none"> o determination of instructional next steps o student work o mastery towards standards • Data Analysis 	\$9,400- ESS Funds
				\$0

	instructional next steps to ensure all students reach mastery of standards.		<ul style="list-style-type: none">○ formative assessments○ summative assessments● Lesson Plans	
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5: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the percentage of students that are transition ready from the elementary level to the middle school level from 31% to 41% by 2021 (as measured by MAP).		
Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 students who are transition ready for middle school in reading on spring MAP from 56% to 59% by the Spring of 2019.	KCWP 2: Design and Deliver Instruction The desired outcome is that teachers and interventionists intentionally plan and deliver instruction to ensure all students show mastery of standards. The activities will ensure teachers and interventionists design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.	RTL- Highly qualified teachers and interventionists will discuss and plan intervention and enrichment opportunities for students based off assessment results. Highly qualified teachers and interventionists collaborate to create individualized learning plans targeting learning gaps. (SWP 1, 2, 3, 4, 8, 9)	<ul style="list-style-type: none"> students will move in and out of tiers 2 and 3 based off current student progress and data ILPs 		\$81,000- Title I Funds
	KCWP 4: Review, Analyze and Apply Data	PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings	<ul style="list-style-type: none"> PLC Minutes <ul style="list-style-type: none"> determination of instructional next steps 		\$0

	The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.	to analyze data, identify student needs, and determine instructional next steps- both intervention and enrichment. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	<ul style="list-style-type: none"> ○ student work ○ mastery towards standards ● Data Analysis <ul style="list-style-type: none"> ○ formative assessments ○ summative assessments ● Lesson Plans 		
Objective 2 Increase the percentage of students who are transition ready for middle school in math on spring MAP from 31% to 34% by the Spring of 2019.	<p>KCWP 2: Design and Deliver Instruction</p> <p>The desired outcome is that teachers and interventionists intentionally plan and deliver instruction to ensure all students show mastery of standards. The activities will ensure teachers and interventionists design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach mastery.</p>	RTI- Students in the 20th percentile and below will receive tier 2 and/or tier 3 interventions to grow them out of the novice performance level. Highly qualified teachers and interventionists collaborate to create intentional plans targeting learning gaps. (SWP 1, 2, 3, 4, 8, 9)	<ul style="list-style-type: none"> ● students will move in and out of tiers 2 and 3 based off current student progress and data ● ILPs 		\$30,000- Title I Funds
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.</p>	PLCs- Highly qualified teachers, principal, instructional coach, counselor, and interventionists participate in weekly PLC meetings to analyze data, identify student needs, and determine instructional next steps- both intervention and enrichment. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	<ul style="list-style-type: none"> ● PLC Minutes <ul style="list-style-type: none"> ○ determination of instructional next steps ○ student work ○ mastery towards standards ● Data Analysis <ul style="list-style-type: none"> ○ formative assessments ○ summative assessments ● Lesson Plans 		\$0

Phase III: Closing the Achievement Gap Diagnostic 2019

Phase Three: Closing the Achievement Gap Diagnostic

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

Last Modified: 12/14/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

see attached

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Currently, 60% of our students fall into the free and reduced lunch gap group. 16% of our student population has an identified disability. Many of our students have experienced some degree of trauma, and MES has focused on meeting the behavioral needs of our students. Staff participated in 12 hours of professional development on Conscious Discipline to help meet our student needs. A strong emphasis has been placed on building our family to school connection to help build relationships that will support our students.

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.

Still Persist: Special Education Population- all subjects Free/Reduced Lunch Population- all subjects

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

none

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

Based upon the analysis of gap data, our free and reduced lunch population has increased in novice and decreased in proficient/distinguished in both reading and math. The same trend showed for our special education population.

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 PD Plan includes 6 hours of team building. This was decided because of a transition in leadership and to ensure the school culture did not take a hit during the change. There are also 6 hours of PLC professional development, which will reinforce the PLC action steps on our CSIP. Lastly, our staff participated in 12 hours of Conscious Discipline professional development to reinforce our behavior tiers of instruction. The Extended School Services Plan is designed so that an interventionist can provide extra academic support for struggling students in our free and reduced lunch population.

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.

One practice that has prevented the school from closing achievement gaps is the lack of exposure to core instruction for our special education population. There were also times where students falling in the free and reduced lunch population were receiving tier 2 and 3 instruction during core instruction. This lack of exposure has caused their learning gaps to grow even more. During PLCs, teams spend most of their time on question one (curriculum and instruction) and do not get to the instructional strategies that should follow up assessments. This would address the learning gaps;

therefore, close achievement gaps. There has been a lack of communication between interventionists and homeroom teachers, which caused a lack of intentionality with interventions that were being provided for our gap students.

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.

Ann Louise Hance- principal Carrie Compton- instructional coach Kaet Barron- counselor Kristie Mudd- special education consultant Susan Robertson- ABRI Teachers and interventionists spent planning time together to identify the instructional needs of our gap students in intervention. The leadership team is working on recalibrating RTI, so that all students have exposure to tier 1, tier 2 instruction is based off core instruction, and tier 3 instruction is based off foundational skills. The principal and instructional coach have been on the district team leading this work with RTI. The PLC process is also being refined, so that teachers are spending time talking about all four questions. In the past PLCs have been focused on instruction and not results/next steps. With a focus on results and next steps, achievement gaps will begin to close.

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 reading proficiency rates for all students in the gap group (non-duplicated) from 38.7% to 42.6% by the end of 2019. Increase the math proficiency rates for all students in the gap group (non-duplicated) from 27.7% to 30.5% by the end of 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)
 Achievement Gap Group Identification- MES 2019	Achievement Gap Group Identification- MES 2019	I
 Measurable Gap Goal- MES 2019	Measurable Gap Goal- MES 2019	III

Phase III: Executive Summary for Schools 2019

Phase Three: Executive Summary for Schools

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

Last Modified: 12/18/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Maryville Elementary School (MES) is located in northern Bullitt County, Kentucky. MES is an urban, community school located in the center of a neighborhood, where children still walk or ride their bicycles to school. Many of the students attending MES are second/third generation, and the families have a strong tie to the school. School attendance at MES has been a focus over the last three years to reinforce the strong correlation between attendance and school success. Our current enrollment sits around 370, and being an identified Title I school, our free and reduced lunch population stays around 60%. An average of 16% of our student population has an identified disability. The average school attendance for the past three years is around 96%. Our student population has continued to rise over the past 3 years, and we were able to add an additional teacher to our staff. We currently have 24 certified and 25 classified staff members, with an average of 9.8 teaching years experience. MES has undergone a massive reconstruction and renovation over the last three years.

ATTACHMENTS

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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.

Maryville Elementary School (MES) believes in the importance of addressing the whole child by meeting emotional, behavioral, and academic needs, while still holding all students to high expectations. MES' mission statement was created by the SBDM committee: "Maryville...a community school that provides a secure learning environment where staff and parents ensure the academic, as well as the emotional, social, and physical growth of each child." Recently, the school pledge and school-wide behavior expectations were updated by staff and students using "Patriot PRIDE." Our exceptional faculty and staff demonstrate excellence in teaching and a sincere commitment to meeting the needs of each individual student.

ATTACHMENTS

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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.

Maryville Elementary School has one of two Bullitt County schools to earn the Gold Status of PBIS implementation from the University of Louisville. Our school counselor was also recognized as Kentucky School Counselor of the Year. The majority of our primary teachers, Instructional Coach, and Principal have been honored as laureates through the Bellarmine Literacy Project. There are a number of National Board Certified teachers and one teacher with her Doctorate. Our main area of

improvement that we are focusing on is novice reduction in math and reading at all grade levels on KPREP.

ATTACHMENTS

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Additional Information

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

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)
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Phase III: Title I Annual Review 2019

Phase Three: Title I Annual Review

Maryville Elementary School

Gayle Gorfhage
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

Last Modified: 12/13/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

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

Comprehensive Needs Assessment

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

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

The needs assessment process determined that students falling in the novice performance level needed more support, and Title I funds were used to hire two classified and one certified staff members and provide intervention materials for students. MAP and KPREP assessment results were data sources used to conduct this specific needs assessment. During our Title I Open House event, parents were able to leave pluses and deltas about current school systems and processes. This was used to determine the need for more Title I family events; there is one scheduled every month coinciding with our PTO meetings September 2018-March 2019. These monthly Title I events will continue into the 2019/2020 school year.

ATTACHMENTS

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Schoolwide Plan

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

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

Our 3 year MAP and KPREP data has shown an increase in our novice population and a decrease in our proficient/distinguished population in all subjects. These data points show that strategies identified in previous years CSIP were ineffective and lacked intentionality. While Title I funds were used to close our learning gaps, the hires were not made until August 2019, which prevented additional interventions from starting until then. Strategies identified in the CSIP are continuing to be developed through staff professional development focusing on PLCs and RTI.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

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

Based off survey data collected at our Title I Open House, families expressed the need for more school and community partnership events. Since then, we have added monthly Title I Family Nights, which will continue through 2019. Attendance has drastically improved, and we usually have around 75 families attend. The events that are planned follow: Title I Family Open House, Meet the Principal, Title I Family Fall Night, Title I Winter Carnival, Title I Holiday Family Night, Title I STEM Night, Title I Math Night, and Title I Literacy Night. Our school Family Resource Coordinator and Family Liaison provide resources for families that attend these events.

ATTACHMENTS

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

Next year, we will survey parents to ask about the pluses and deltas from each family event. We will also question what kind of events they would like to see added. This will help in the planning process for future parent and family engagement opportunities.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

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

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

Teachers and the SBDM committee completed a School Quality Factors Survey and The Missing Piece of the Proficiency Puzzle survey. KPREP, MAP, and classroom summative and formative assessments were used to determine the academic needs of our students. These surveys were used to evaluate the current status and needs of Maryville Elementary. Strategies and action steps were determined on the CSIP based off the results of these data sources.

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.*

Based on the evaluation results, we are working to improve our RTI and PLC processes to increase the achievement of students. For RTI, we are working to differentiate the instruction happening at tiers 1, 2, and 3. We have also hired more interventionist support, so that students are receiving more targeted instruction. For PLCs, teachers are working to address all four questions in the PLC process. In the past, we have been focused on questions one and two, and we are currently trying to build up questions three and four to have more intentional instructional strategies to close learning gaps.

ATTACHMENTS

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

A more detailed description of our RTI and PLC processes will be included to close the learning gap for students. RTI instruction will be determined through a written individualized learning plan to bring intentionality to move students out of RTI and into apprentice and proficient performance levels.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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