10/2017 KDE NES Continuous Improvement Diagnostic_09152017_14:45

KDE Continuous Improvement Diagnostic

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Last Modified: 08/01/2018
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:

Anne Marie Landry Lauren Clark Elizabeth Yates

COMMENTS
Please enter your comments below.

ATTACHMENTS
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2. Use the rubric to diagnose 3-5 strengths or leverage points identified with your planning team.

1. Relationship Building - Parents and other stakeholders are actively welcomed when they visit the school. 2. Relationship Building - School staff involves parents in personal communication about their students' progress at least once a month. 3. Communications - Parents can contact teachers in many ways to share information about their child.

COMMENTS
Please enter your comments below.

We have numerous activities and events when parents and/or community members are welcomed into the school (Fall Festival and Spring Fling, Sundaes with Someone Special, Family Nights, conferences, bookfair fun, PTA meetings/events, after school sports/clubs, career days, DARE, BC Public Library, the Conservation Lady). Teachers send home weekly newsletters, utilize student planners, class websites, class dojo, positive phone calls, all in addition to progress reports, report cards, and assessment results from MAP, etc. Parents also have access to academic computer programs that students use at school and at home. Teachers are available for parents to contact about their child via class dojo, remind, email, phone, or in person.

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

1. Communications - School staff rarely provides general information to the community about academic expectations of students. 2. Communications - Parent survey response percentage is low and staff does not share results will all stakeholders. 3. Learning Opportunities - School staff provides parents only with information mandated by reporting requirements

COMMENTS
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These are the areas we feel would be most beneficial in moving our school forward. Improving communications and learning opportunities are two areas that would have the most impact.

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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.

Action Steps: 1. Reach out to stakeholders in various ways (eNews, email, phones calls, etc.) to invite them to attend monthly PTA meetings. At PTA meetings academic expectations will be shared including school academic goals and progress. 2. The information shared in PTA meetings will also be available to those not able to attend via email or website link. 3. Surveys will be developed and distributed in Oct., Jan., and May. The October survey will be distributed at conferences, the January survey will be distributed via email and backpack, and the May survey will be distributed at field day and graduations. 4. The survey results will be shared with stakeholders at PTA meetings and via email or website link. 5. After each round of any assessment (MAP, Brigance, K Readiness, DRA, KPREP, etc.) academic expectations and school and district results will be shared via eNews, email, Facebook (Nichols page and community page), newsletters, conferences and PTA meetings.

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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 adressed.

In order to address conditions and improve community involvement we will increase two-way communication with stakeholders about academic expectations and district and school progress toward academic goals. Practices will include horizontal and vertical analysis of academic goals and progress. Implementation of these processes will include improved avenues of communication through ongoing data analysis and progress monitoring.

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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.

The school will engage a variety of shareholders through the use of established committees and groups by inviting additional community members such as board members, politicians, police, fire, and local business owners. Information will be shared through various avenues so it is accessible to all shareholders at convenient times (established PTA meetings, posted minutes and internet links). The process will be monitored via surveys (Oct. Jan. and May) so changes can be made as the school year progresses.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Two: The Needs Assessment for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
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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?

At Nichols Elementary, once state assessment data is released, data is presented to the staff by the principal, Anne Marie Landry, counselor, Lauren Clark, and Instructional Coach, Liz McBroom. Teachers analyze their current students' data during a planning day, 5th grade Brittany Joiner/ (recently replaced by Kristen Blevins), 4th grade Kasey Thompson, 3rd grade Renee Mayhew, 2nd grade Amy Ferrell, 1st grade, Cindi French, Kindergarten Jill Reverman, RTA Heather Allen, Tutor Amy Lee, Special Education David Simpson and Jessie Thompson, to have a more comprehensive understanding of their strengths and weaknesses and assist in placement and instructional decisions. In addition, our teachers meet every Tuesday for PLCs. Once a month our PLCs focus on Academic progress of all students including RTI students. All minutes are kept by the instructional coach and are uploaded to the "Nichols Hub." Once a month we also focus on student behavior through our PBIS team who meets monthly after school and during PLC time with our collaborative teams. The collaborative teams monitor progress of student behavior through tracking intervention data to evaluate the effectiveness of current strategies and adjust accordingly to promote student success. Other PLC meetings focus on data that is gathered through other assessments - classroom, PASS, On-Demand writing, MAP, etc. Our SBDM Council and PTA also meets monthly. MInutes are recorded for these meetings and are also uploaded to the "Nichols Hub." A portion of the meetings are devoted to data analysis and student progress updates. The SBDM committee, the PTA and a parent and community member group also analyzed KPREP data and made receommendations. The SBDM Committee meets monthly and is comprised of the principal (Anne Marie Landry) three teachers (Cindi French, Brittany Joiner and Elizabeth Yates) and two parents (Kristie Martin and Shannon Reis. The PTA meets monthly as well. The officers include president (Shannon Reis), Vice presidents (Rob Joiner, Nicki Simcoe and Marci Hodges) and treasurer (Cherrie Harlow). The parent/community member group consists of community member (Delores Ashby), and parents and grandparents (Staci Huff, Ashley Scamahorn, Karen Jefferson, Laura Haysley, Christina Hurst, Stephanie Daniels, Jennifer Marks and Betty Fitterer). This group has will meet every other month. The Instructional Leadership Team (ILT) consisting of the principal (Anne Marie Landry), the counselor (Lauren Clark) and the Instructional Coach (Liz McBroom) meet a minimum of twice a month to analyze data, look for trends, evaluate effectiveness, and plan next steps.

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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.

KPREP, 48 of the 70 students that tested are F/R lunch students (69% F/R lunch) Reading P/D All - 58.6%, F/R - 52.1%, for a difference of 6.6% between all students and the subgroup. Math P/D All - 56%, F/R - 48%, for a difference of 8% between all students and the subgroup. 3rd grade F/R lunch % - 75% 3rd grade MAP Math - 64% proficient (77% of those students are F/R lunch) 3rd grade MAP Reading - 57% proficient (63% of those students are F/R lunch) 4th grade F/R lunch % - 55% 4th grade MAP Math - 35% proficient (71% of those students are F/R lunch) 4th grade MAP Reading - 50% proficient (60% of those students are F/R lunch) 5th grade F/R lunch % - 71% 5th grade MAP Math - 61% proficient (68% of those students are F/R lunch) 5th grade MAP Reading - 68% proficient (67% of those students are F/R lunch) Behavior referrals have been cut in half. Last year at this time we had 10 office referrals and this year we have had 5. Behavior referrals are documented in Infinite Campus. Student Attendance at this time last year was 97.27%. This year after month two it is 96.2%. Teacher attendance for August and September is slightly improved over last year with 74 days with subs this year compared to 77 days with subs last year. Both years we have begun the year with maternity leaves.

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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.

P/D percentage on the writing portion of KPREP is barely above the state for all students - state 40.5%, Nichols 40.9%, but our F/R lunch students are below the state at 31.3% when the state is 32.0%. P/D percentage on Reading MAP for our F/R lunch students is lower than that of all students. The F/R lunch rate for 3rd grade is 75% yet only 63% of proficient students are F/R students. Student attendance is currently at 96.2% for the first two months of school. On the report of student absences for 3rd, 4th and 5th graders, F/R lunch students make up 79% of the list although the percentage is F/R 3rd, 4th and 5th graders is 68%.

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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?

Student attendance continues to be an issue, dropping from a high in 15/16 of 96.28% to a low last year of 95.7%. In writing, we were well above the state in 2017 - state 45.9%, Nichols all students 51.6%. However, last year we lost ground and came in barely above the state in 2018 for all students - state 40.5%, Nichols 40.9%. During those same two years our F/R lunch students dropped from 58.8% when the state was at 38.1%, to 31.3% when the state was 32.0% in 2018.

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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

KCWP 1: Design and Deploy Standards Writing Monthly during PLCs, a focus will be on curricular alignment in writing: alignment between standards, writing policy, learning targets and assessements. There will also be a focus on vertical curriculum mapping on planning days to discuss pacing of standards between grade levels an to identify instructional gaps. Teachers will adjust instruction when students do not meet mastery of standards by incorporating various best practice strategies. Assessment data will be utilized to determine next steps for all students. There will be additional focus on students identified in targeted group. KCWP 2: Design and Deliver Instruction Reading Lesson Plan reviews and walkthroughs conducted will include a check to ensure congruency between lesson plans, learning targets, assessment measures, classroom instruction, and student learning. Vertical curriculum mapping will occur to identify instructional gaps and plan for introduction of the standard, gradual release phases, and progress toward mastery of standards. KCWP 6: Establishing Learning Culture and Environment Attendance Students will be provided opportunities for self-monitoring behavior and developing leadership roles within the classroom.

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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%.

Behavior referrals have been cut in half from this time last year. By mid October 2017 we had 10 referrals, in 2018 we have had 5 behavior referrals. Math P/D increased from 43.5% in 2017 to 55.7% in 2018 for all students and from 30.8% in 2017 to 47.9% in 2018 for F/R students.

<u>ATTACHMENTS</u>
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
🔗 09/17/18 ILT Meeting agenda	ILT agenda	
🔗 10/08/18 Bullitt Day	10/08/18 Teacher work day agenda	
🔗 10/09/18 SBDM Agenda	SBDM Agenda	
🔗 10/22/18 ILT agenda	ILT agenda	
🔗 10/24/18 PTA agenda	PTA agenda	
🔗 10/25/18 ILT agenda	ILT agenda	
🔗 PLC Schedule	PLC weekly meeting schedule	
🔗 Stakeholder Call List	List of names of parents and community members submitted to principal to include in CSIP work group.	

18.19 Phase Two: School Assurances_10022018_10:40

Phase Two: School Assurances

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
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Status: Locked

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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

Training for staff serving Title I students - Conscious Discipline, Bellarmine Literacy, Writing, KCM Math, Solution Tree PLC training, Thinking Strategies/Workshop Model.

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

Needs assessment indicated a need for a social emotional curriculum which prompted the Conscious Discipline training. The county has seen the need for more intentional reading instruction in the early grades, the Bellarmine Literacy Project has been completed by the principal and Kindergarten teacher at Nichols. The county has also identified a need for writing and math training - a Nichols teacher and instructional tutor have participated in both of these trainings. The county has also provided training on Thinking Strategies and Workshop Model. Two Nichols teachers have participated.

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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

At Nichols we use Thinking Strategies, Workshop Model, Reading Recovery, Comprehensive Intervention Model (CIM), Guided Reading to address the 5 components of reading, KW Charts (What do you know, What are you Wondering?), for math responses we use CUBES (circle numbers, underline the question, box key words, eliminate unnecessary information, solve the problem/show your work), for reading responses we use MAAM (Me, Author, Author, Me - Answer, evidence from text, evidence from text, summarize), and WWF for writing (Who are you writing to, What are you writing about, what is the form?).

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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

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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

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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

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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

Paraeducators are employed for Kindergarten, Preschool and Special Education. All of our paraeducators spend their day almost exclusively with students when students are present. They are a valuable part of the instructional process in our building.

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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

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09/13/18 Faculty Meeting Agenda	Joint faculty meeting with Overdale teacher for PLC work	2
18.19 Needs Assessment worksheet	notes taken at word sessions	3
9/11/18 SBDM Meeting agenda	Meeting agenda with parent involvement policy review	8
CSIP Goal Builder	CSIP Goal Builder	10
Conscious Discipline Professional Learning	PL dates for Conscious Discipline	2
Conscious Discipline Professions Learning	Dates and topics for PL	4
Kindergarten Lesson Plans	K lesson plans	11, 12
Kindergarten plans with Preschool Move up Day	K plans	1
Lesson Plans to show some of the instructional strategies	4th grade lesson plans	5
Master Schedule	Our master schedule is built around the RTI and special education schedules of students to guarantee participation in Tier I instruction as well as RTI Tier II and Tier III interventions and special education minutes.	6
Needs Assessment work sessions	Needs Assessment work sessions	8
PD Plan 2018/2019	PD Plan	2, 4
PLC Schedule	Teachers meet weekly to track student progress toward mastering standards in PLCs.	7
Parent Involvement Policy	Parent Involvement Policy	8
Signed Title I Parent Involvement Analysis Plan	Discussed and signed at SBDM	8
Solution Tree PLC training powerpoint	evidence of PLC training	2
Special Education Schedule	Special Education schedule (teachers and instructional assistant)	11, 12
Title I Open House Agenda	2018/2019 Open House Agenda	8
Title I Parent Teacher Student Involvement Compact	Title I Compact	8
letter to parents	letter to parents	9

18.19 Phase Two: School Assurances_10022018_10:40

Phase Two: School Assurances

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Title I Parent Teacher Student Involvement Compact	Title I Compact	8
letter to parents	letter to parents	9

18.19 Phase Two: School Safety Report_10022018_10:41

Phase Two: School Safety Report

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Last Modified: 10/24/2018
Status: Locked

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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 several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

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

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

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

Please provide the date the school completed this discussion.
Yes

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

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

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

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

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

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

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Emergency Plan	Nichols Elementary Emergency Plan	1

18.19 Phase Three: Comprehensive Improvement Plan for Schools_11072018_15:18

Phase Three: Comprehensive Improvement Plan for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Last Modified: 12/20/2018
Status: Locked

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
2018/2019 Comprehensive School Improvement Plan	2018/2019 Goal Builder	
2018/2019 Program Analysis Tool	2018/2019 Program Analysis Tool	

eProve diagnostics

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 average combined reading and math K-PREP proficient/distinguished scores from 57.2% to 60.2% by Spring 2021.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Spring 2019 Increase the reading K-PREP proficient/distinguished score from 58.6% to 59.6 % by Spring 2019.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing guides PLC agendas/minutes CFA data as evidence of student mastery		PD $199.98 for Your Literacy Standards Companion

KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core instructional strategies to engage students to move learning forward for all students.	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5,10)	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data CFA data as evidence of student mastery	$21,122.49 Title I 50% of salary of Instructional Coach and 14% of Reading Interventionist salary $367.53 50% of extended days for Instructional Coach $5,355.79 50% of Fringes for Instructional Coach and 14% for Reading Interventionist
	Regularly scheduled live scoring sessions will be conducted in grades 3-5 with instructional coach and RtI instructors. Second grade will begin live scorings in January. (SWP 1, 2, 8, 9)	Student work/data analysis	0
KCWP 6: Establishing Learning Culture and Environment *All students, but particularly students of poverty require sufficient support for behavioral, academic, social and emotional aspects for all students. Involving families in the educational process, providing opportunities for students to visit new classrooms/teachers, and providing a social emotional curriculum all contribute to a healthier learning culture and environment.	During the Title I Literacy Night guardians will be provided activities, designed by the reading interventionist and reading intervention team, to strengthen literacy at home. These activities will address foundational needs, fluency and comprehension. Books will be provided to the families that attend. (SWP 6, 10)	Title I Surveys Sign-in sheets Agendas	Title I $21,122.49 - 50% of salary of Instructional Coach and 14% of Reading Interventionist salary $367.53 50% of extended days for Instructional Coach 50% of $5,355.79 Fringes for Instructional Coach and 14% for Reading Interventionist $1,000

Reading Conference for Reading Intervention			
0	Highly qualified educators will collaborate to determine days when preschool students can visit the kindergarten classroom. This day will be a "stepping up" day for preschool students to become acclimated with their new environment and the kindergarten staff to aid students in the transition from preschool to kindergarten. (SWP 3,7)	Brigance data Dial 4 data Work Sampling data	
Title I $750 Conscious Discipline training and materials	Highly qualified educators will participate in Social Emotional professional learning about Conscious Discipline. Conscious Discipline supports behavioral, academic, social and emotional aspects of the learner so that classrooms are culturally responsive to the student and communities of the school. Twelve hours were completed in June 2018 and the remaining sessions were completed during Bullitt Days. All staff and students begin their day with mindfulness and calming activities. (SWP 3, 4, 5)	PBIS data Teacher survey Office Referrals	
0	KCWP 4: Review Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate	Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative	Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes Data Analysis Protocol

	teaching strategies to move learning forward.	assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9)		PD $176.85 for The Common Core Mathematics Companion: The Standards Decoded
Objective 2 Increase the math K-PREP proficient/distinguished score from 55.7% to 56.7% by Spring 2019.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing Guides PLC agendas/minutes CFA data as evidence of student mastery	
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core instructional strategies to engage students to move learning forward for all students.	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5)	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data CFA data as evidence of student mastery	0

	Regularly scheduled live scoring sessions will be conducted in grades 3-5 with instructional coach and RtI instructors. Second grade will begin live scorings in January. (SWP 1, 2, 8, 9)	Student work and data analysis	0
KCWP 6: Establishing Learning Culture and Environment *All students, but particularly students of poverty require sufficient support for behavioral, academic, social and emotional aspects for all students. Involving families in the educational process, providing opportunities for students to visit new classrooms/teachers, and providing a social emotional curriculum all contribute to a healthier learning culture and environment.	During the Title I Math Night guardians will be provided activities, designed by highly qualified teachers, to strengthen math skills at home. These activities will address foundational needs, fluency, number sense, computation, and reasoning. Math games will be provided to the families that attend. (SWP 6)	Title I Surveys Sign-in sheets Agendas	0
	Highly qualified educators will collaborate to determine days when preschool students can visit the kindergarten classroom. This day will be a "stepping up" day for preschool students to become acclimated with their new environment and the kindergarten staff to aid students in the transition from preschool to kindergarten. (SWP 3,7)	Brigance data Dial 4 data Work Sampling data	0
	Highly qualified educators will participate in Social Emotional professional learning about Conscious Discipline. Conscious Discipline supports behavioral, academic, social and emotional aspects of the learner so that classrooms are culturally responsive to the student and communities of the school. Twelve hours were completed in June 2018 and the remaining sessions were completed during Bullitt Days. All staff and students begin their day with mindfulness and calming activities. (SWP 3, 4,5)	PBIS data Teacher survey Office Referrals	Title I $750 Conscious Discipline training and materials

| KCWP 4: Review Analyze and Apply Data

*To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward. | Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9) | Eleot Tool walkthrough data
CFA data
PLC Collaborative team agendas/ minutes
Data Analysis Protocol | 0 |

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): To increase the combined percentage of proficient and distinguished students in Science, Social Studies and Writing by 6% from 39.1% to 45.1% in 2021.

| Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

• 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 To increase the percentage of proficient and distinguished students in Science by 2% from 40% to 42% by spring 2019.	KCWP 1 : Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content as they progress through grades K-5	Highly qualified educators align curriculum to Next Generation Science Standards and pace the standards for coherence K-5 (SWP 1,2, 3)	Data from Through Course Tasks (TCTs) Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes		0
	KCWP 4: Review, Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward.	Highly qualified educators in collaborative teams will analyze data from CFAs and formative and summative assessments that are aligned to Next Generation Science Standards and use this data to track progress toward mastery of NGSS and tailor instruction accordingly (SWP 2, 3, 8, 9)	Data from Through Course Tasks (TCTs) Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes Data Analysis Protocol		0

Objective				
Objective 2 To increase the percentage of proficient and distinguished students in Social Studies by 2% from 36.4% to 38.4% by spring 2019.	KCWP 1 : Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content as they progress through grades K-5	Highly qualified educators will participate in work to deconstruct standards and align learning targets in order to create Social Studies pacing guides based on high expectations and prepares learners for their next level. (SWP 3, 7)	Pacing Guides PLC agendas/minutes CFA data as evidence of student mastery	0
Objective 3 To increase the percentage of proficient and distinguished students in Writing by 2% from 40.9% to 42.9% by spring 2019.	KCWP 1 : Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will analyze and revise the pacing of units for the Lucy Calkins units of writing. (SWP 3, 8)	Pacing Guides PLC agendas/minutes CFA data as evidence of student mastery	0
		Parents and highly qualified educators will create a writing policy and plan aligned to Kentucky Department of Education (KDE) (SWP 3, 6, 8)	Writing Rubrics SBDM Policy Writing Plan Writing tracking sheet for student learning to record KAS categories and genres	0
	KCWP 3: Design and Deliver Assessment Literacy *Addressing this process helps ensure that writing data is monitored and evaluated to inform modification to the writing curriculum and instructional practices.	Highly qualified educators will develop a tracking system for monitoring student achievement in writing by assessing progress toward standard mastery. This system will utilize writing rubrics and include self, peer and teacher scoring of writing pieces at least twice a month. (SWP 3, 8, 9)	Writing rubrics Standard Mastery Tracking System PLC Agendas/minutes Analysis of progress toward student mastery of writing standards	0

3: Gap

| Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50% to 55% by Spring 2021. |

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Reading 52.1% Increase the reading proficiency ratings for all students in the non-duplicated gap group from 52.1% to 53.77% by Spring 2019.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing guides PLC agendas/minutes CFA data as evidence of student mastery	0	
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core instructional strategies to engage	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded	Workshop Model observations/instructional feedback to participants Eleot Tool walkthrough data	0	

students to move learning forward for all students.	professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning for all students including GAP students. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5)	CFA data as evidence of student mastery	
KCWP 4: Review Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward.	Highly qualified educators will follow a clearly defined protocol for the RTI process that includes a universal screener, weekly progress monitoring, monthly meetings to track progress and evaluate success of interventions, and monthly parent communication. (SWP 3,8, 9)	SPAGS Agenda Minutes Parent Letters MAP data CFA data	0
	Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9)	Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes Data Analysis Protocol	0
	Highly qualified educators will implement formal and informal processes that teachers and students	Student Sign-in sheets Attendance sheets MAP reports	$5,000 Title I

	use to gather evidence to directly improve the learning of students assessed. All novice and apprentice students, as identified through KPREP and/or MAP, including GAP students, will participate in additional instruction during the day from the ESS tutor, and/or before school for breakfast club and after school ESS utilizing software such as Lexia/Reading Plus and/or Edgenuity/Compass to address identified needs. (SWP 2, 3, 9,10)	Progress reports from utilized software CFAs	Technology - hardware, software, related supplies $4,448 ESS Teacher salaries and ESS materials
Objective 2 Math 47.9% Increase the math proficiency ratings for all students in the non-duplicated gap group from 47.9% to 49.57% by Spring 2019.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing guides PLC agendas/minutes CFA data as evidence of student mastery	0
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core instructional strategies to engage students to move learning forward for all students.	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement,	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data CFA data as evidence of student mastery	0

	student discourse and student learning for all students including GAP students. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5)		$21,122.49 - 50% of salary of Instructional Coach and 14% of Reading Interventionist salary $367.53 50% of extended days for Instructional Coach 50% of $5,355.79 Fringes for Instructional Coach and 14% for Reading Interventionist
KCWP 4: Review Analyze and Apply Data

*To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward. | Highly qualified educators will follow a clearly defined protocol for the RTI process that includes a universal screener, weekly progress monitoring, monthly meetings to track progress and evaluate success of interventions, and monthly parent communication. (SWP 3,8, 9, 10) | SPAGS Agenda Minutes Parent Letters MAP data CFA data | 0 |
| | Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9) | Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes | |

Highly qualified educators will implement formal and informal processes that teachers and students use to gather evidence to directly improve the learning of students assessed. All novice and apprentice students, as identified through KPREP and/or MAP, including GAP students, will participate in additional instruction during the day from the ESS tutor, and/or before school for breakfast club and after school ESS utilizing software such as Lexia/Reading Plus and/or Edgenuity/Compass to address identified needs. (SWP 2, 3, 9,10)	Sign In Sheets, Attendance Sheets MAP data Progress reports from utilized software CFAs	$5,000 Title I Technology - hardware, software, related supplies $4,448 ESS Teacher salaries and ESS materials

5: Growth

Goal 5 (*State your Growth goal*): 16.8 Decrease the average percentage of novice and apprentice students in reading and math combined by 6% from 42.9% to 36.9% by 2021.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease the percentage of novice and apprentice	KCWP 1: Design and Deploy Standards	Highly qualified educators will participate in county-wide work to deconstruct standards and align	Pacing Guides PLC agendas/minutes		PD $199.98 for Your Literacy Standards Companion

students in reading by 2% from 41.4% to 39.4% by spring of 2019.	*A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	CFA data as evidence of student mastery	
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core instructional strategies to engage students to move learning forward for all students.	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5)	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data CFA data as evidence of student mastery	Title I 50% of salary of Instructional Coach and 14% of Reading Interventionist salary $21,122.49 50% of extended days for Instructional Coach $367.53 50% of Fringes for Instructional Coach and 14% for Reading Interventionist $5,355.79
		Regularly scheduled live scoring sessions will be conducted in grades 3-5 with instructional coach and RtI instructors. Second grade will begin live scorings in January. (SWP 1, 2, 8, 9)	Student work/data analysis	0
	KCWP 6: Establishing Learning Culture and Environment	During the Title I Literacy Night guardians will be provided activities, designed by the reading interventionist and reading intervention team, to	Title I Surveys Sign-in sheets Agendas	Title I $21,122.49 - 50% of salary of Instructional Coach and 14% of Reading

*All students, but particularly students of poverty require sufficient support for behavioral, academic, social and emotional aspects for all students. Involving families in the educational process, providing opportunities for students to visit new classrooms/teachers, and providing a social emotional curriculum all contribute to a healthier learning culture and environment.	strengthen literacy at home. These activities will address foundational needs, fluency and comprehension. Books will be provided to the families that attend. (SWP 6, 10)		Interventionist salary $367.53 50% of extended days for Instructional Coach Instructional Coach 50% of $5,355.79 Fringes for Instructional Coach and 14% for Reading Interventionist $1,000 Reading Conference for Reading Intervention
	Highly qualified educators will collaborate to determine days when preschool students can visit the kindergarten classroom. This day will be a "stepping up" day for preschool students to become acclimated with their new environment and the kindergarten staff to aid students in the transition from preschool to kindergarten. (SWP 3,7)	Brigance data Dial 4 data Work Sampling data	0
	Highly qualified educators will participate in Social Emotional professional learning about Conscious Discipline. Conscious Discipline supports behavioral, academic, social and emotional aspects of the learner so that classrooms are culturally responsive to the student and communities of the school. Twelve hours were completed in June 2018 and the remaining sessions were completed during Bullitt Days. All staff and students begin their day with mindfulness and calming activities. (SWP 3, 4, 5)	PBIS Data Teacher survey Office Referrals	Title I $750 Conscious Discipline training and materials

	KCWP 4: Review Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward.	Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9)	Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes	0
Objective 2 Decrease the percentage of novice and apprentice students in math by 2% from 44.3% to 42.3% by spring of 2019.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing Guides PLC agendas/minutes CFA data as evidence of student mastery	0
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core instructional strategies to engage	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional development and coaching	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data CFA data as evidence of student mastery	0

students to move learning forward for all students.	observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5)	
	Regularly scheduled live scoring sessions will be conducted in grades 3-5 with instructional coach and RtI instructors. Second grade will begin live scorings in January. (SWP 1, 2, 8, 9)	Student work and data analysis	0
KCWP 6: Establishing Learning Culture and Environment *All students, but particularly students of poverty require sufficient support for behavioral, academic, social and emotional aspects for all students.	During the Title I Math Night guardians will be provided activities, designed by highly qualified teachers, to strengthen math skills at home. These activities will address foundational needs, fluency, number sense, computation, and reasoning. Math games will be provided to the families that attend. (SWP 6)	Title I Surveys Sign-in sheets Agendas	0
Involving families in the educational process, providing opportunities for students to visit new classrooms/teachers, and providing a social emotional curriculum all contribute to a healthier learning culture and environment.	Highly qualified educators will collaborate to determine days when preschool students can visit the kindergarten classroom. This day will be a "stepping up" day for preschool students to become acclimated with their new environment and the kindergarten staff to aid students in the transition from preschool to kindergarten. (SWP 3,7)	Brigance data Dial 4 data Work Sampling data	0
	Highly qualified educators will participate in Social Emotional professional learning about Conscious Discipline. Conscious Discipline supports behavioral, academic, social	PBIS Data Teacher survey Office Referrals	0

			0

	and emotional aspects of the learner so that classrooms are culturally responsive to the student and communities of the school. Twelve hours were completed in June 2018 and the remaining sessions were completed during Bullitt Days. All staff and students begin their day with mindfulness and calming activities. (SWP 3, 4,5)		
	KCWP 4: Review Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward.	Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9)	Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the percentage of students who are middle school ready in reading and math from 36% to 42% by 2021 as measured by MAP.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students who are middle school ready in reading from 50% to 52% by spring of 2019 as measured by MAP.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing Guides PLC agendas/minutes CFA data as evidence of student mastery		0
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data		0

instructional strategies to engage students to move learning forward for all students.	strategies. Monthly trainings, embedded professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5,10)	CFA data as evidence of student mastery	
	Regularly scheduled live scoring sessions will be conducted in grades 3-5 with instructional coach and RtI instructors. Second grade will begin live scorings in January. (SWP 1, 2, 8, 9)	Student work/data analysis	0
KCWP 6: Establishing Learning Culture and Environment

*All students, but particularly students of poverty require sufficient support for behavioral, academic, social and emotional aspects for all students.
Involving families in the educational process, providing opportunities for students to visit new classrooms/teachers, and providing a social emotional curriculum all contribute to a healthier learning culture and environment. | During the Title I Literacy Night guardians will be provided activities, designed by the reading interventionist and reading intervention team, to strengthen literacy at home. These activities will address foundational needs, fluency and comprehension. Books will be provided to the families that attend. (SWP 6) | Title I Surveys
Sign-in sheets
Agendas | 0 |
| | Highly qualified educators will participate in Social Emotional professional learning about Conscious Discipline. Conscious Discipline supports behavioral, academic, social and emotional aspects of the learner so that classrooms are culturally responsive to the student and communities of the school. Twelve hours were completed in June 2018 and the remaining sessions were completed during Bullitt Days. All staff and students begin their day with | PBIS Data
Teacher survey
Office Referrals | 0 |

Objective	Strategy	Activities	Evidence	
		mindfulness and calming activities. (SWP 3, 4, 5)		
	KCWP 4: Review Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward.	Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9)	Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes	0
Objective 2 Increase the percentage of students who are middle school ready in math from 41% to 43% by spring of 2019 as measured by MAP.	KCWP 1: Design and Deploy Standards *A guaranteed, viable curriculum for every student is critical. This process will ensure this is in place so all students have access to the same content.	Highly qualified educators will participate in county-wide work to deconstruct standards and align learning targets in order to create pacing guides. Adherence to pacing guides will be monitored through the PLC process as collaborative teams plan for instruction and monitor student mastery through data analysis (probes, CFAs) Principal and instructional coach will track collaborative team effectiveness through visits to collaborative team meetings and analysis of agendas and minutes. (SWP 2, 3, 4, 8, 9)	Pacing Guides PLC agendas/minutes CFA data as evidence of student mastery	0
	KCWP 2: Design and Deliver Instruction *Thinking Focus is rooted in evidence-based core	Our highly qualified educator/instructional coach will participate in a cohort to be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking	Workshop Model Observations and Instructional Feedback to participants Eleot Tool walkthrough data	0

instructional strategies to engage students to move learning forward for all students.	strategies. Monthly trainings, embedded professional development and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase engagement, student discourse and student learning. Trained instructional coach and trained highly qualified teachers will provide professional development and observation opportunities to train the rest of the staff. (SWP 4, 5)	CFA data as evidence of student mastery	
	Regularly scheduled live scoring sessions will be conducted in grades 3-5 with instructional coach and RtI instructors. Second grade will begin live scorings in January. (SWP 1, 2, 8, 9)	Student work and data analysis	0
KCWP 6: Establishing Learning Culture and Environment *All students, but particularly students of poverty require sufficient support for behavioral, academic, social and emotional aspects for all students.	During the Title I Math Night guardians will be provided activities, designed by highly qualified teachers, to strengthen math skills at home. These activities will address foundational needs, fluency, number sense, computation, and reasoning. Math games will be provided to the families that attend. (SWP 6)	Title I Surveys Sign-in sheets Agendas	0
Involving families in the educational process, providing opportunities for students to visit new classrooms/teachers, and providing a social emotional curriculum all contribute to a healthier learning culture and environment.	Highly qualified educators will participate in Social Emotional professional learning about Conscious Discipline. Conscious Discipline supports behavioral, academic, social and emotional aspects of the learner so that classrooms are culturally responsive to the student and communities of the school. Twelve hours were completed in June 2018 and the remaining sessions were completed during Bullitt Days. All staff and students begin their day with	PBIS Data Teacher survey Office Referrals	0

		mindfulness and calming activities. (SWP 3, 4,5)		
	KCWP 4: Review Analyze and Apply Data *To adequately assess progress toward mastery, data will be monitored through the PLC process to identify needs and implement appropriate teaching strategies to move learning forward.	Highly qualified educators meet regularly in collaborative teams to ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. Some collaborative team meetings are with our partner elementary school to allow for design of common formative assessments with a team of grade level teachers. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process. (SWP 2, 3, 4, 5, 8, 9)	Eleot Tool walkthrough data CFA data PLC Collaborative team agendas/ minutes	0

18.19 Phase Three: Closing the Achievement Gap Diagnostic_11072018_15:23

Phase Three: Closing the Achievement Gap Diagnostic

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Last Modified: 12/20/2018
Status: Locked

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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.

Due to the low student enrollment at Nichols Elementary School, the only identified Gap group we have is Free and Reduced Lunch students.

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.

Nichols is a very small school. All students and staff know each other and there is a closeness that is family-like. The teachers take the time to really get to know their students' stories. Any teachers who also taught older siblings also check in with their current students to see how the former students are doing. At our Fall Festival and Spring Fling, Nichols alumni from decades ago still come to enjoy the festivities at their old school. All students come from the same small rural community and accept and respect each other for who they are. Because they are so close, they look out for each other when they move on to middle and high school. The middle and high schools that our students attend report to us that they can always tell who the Nichols kids are because they have each other's backs. The only Gap population that is large enough to track data on is our Free/Reduced Lunch population. Of the 70 students that tested last year on KPREP, 48 of them were identified as free or reduced lunch. This is 69% and is an increase from the previous two testing years. Because we participate in the Community Eligibility Program (CEP) where all meals are free for all students, there is no obvious way for students to know who qualifies for free or reduced lunch, so it is really not a factor that comes into play with how the students interact with each other.

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

Our most improved area for our GAP group was math. There was a loss of 9.2% in 2017 and an improvement of 17.1% in 2018 when our GAP group went from 30.8% P/D in 2017 to 47.9% in 2018. Our areas of concern are reading with a 4-year trend from 2015 - 49%, 2016 - 55%, 2017 - 53.8% and 2018 52.1%. There is particular concern for writing performance with a net decline from 35.7% in 2015 to 31.3% P/D in 2018.

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

Nichols has shown improvement in math. The free and reduced lunch population showed the greatest gains with an increase of 17.1% in P/D while the schoolwide gain in math was 11.9% in 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.

Nichols lacked progress in reading and writing in 2018. The percentage of P/D for all students in reading decreased by 2.1% while the Gap group decreased by 1.7%. The percentage of P/D for all students in writing dropped by 4.8% while the Gap group decreased by 27.5%.

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).

Our summer PL included training in the social emotional curriculum, Conscious Discipline and Solution Tree training for the PLC process. We have partnered with another elementary school to form grade level collaborative teams. We began our work with math standards, and will continue to work on reading and writing with particular emphasis being placed on writing rubrics, exemplars, mentor texts, and a tracking system for monitoring progress toward mastery of writing standards.

ESS funds are used to provide a 30-minute per day instructional tutor, and after school tutoring during the second semester. We also offer breakfast club to all novice and apprentice as identified through KPREP and MAP for 3rd through 5th. All students having any novice KPREP or MAP scores are part of our staff-wide Name and Claim for Novice reduction.

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.

When working through the Learning Capacity Domains with teachers, we rated ourselves at a 2 in two areas. 2.2 The learning culture promotes creativity, innovation and collaborative problem-solving. While most courses and subjects promote high levels of learning engagement with creativity, innovation and collaborative problem solving, this is not a pervasive practice for all students in all classes. 2.10 Learning progress is reliably assessed and consistently and clearly communicated. We do an excellent job of monitoring and communicating progress about our RTI students, many of which are part of our Gap group, however, the parents of the students that are not part of our RTI program have expressed that they do not receive enough feedback to know how their child is doing and help them be successful in school. While we did lessen the achievement gap in math, (all students improved by 12.2% and gap students improved by 17.1%) both of these domains played a role in preventing the closure of existing achievement gaps.

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.

Weekly collaborative team meetings are held with a focus each month on academic data, behavior data and assessment data. Heather Allen - RTA interventionist, Amy Lee - Math and ELA tutor, Liz McBroom - Instructional Coach, Anne Marie Landry - principal, Counselor - Lauren Clark, Classrooms teachers - Jill Reverman, Cindi French, Amy Ferrell, Renee Mayhew, Kasey Thompson, Kristen Blevins, Special Education teachers - Jessie Thompson and David Simpson, School Psychologist - Leigh Ann Orner, Special Ed consultant - Debbie Williams. We also have dedicated time for PLCs on Bullitt Work days to do this work and we will have two PL days this summer as well.

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).

Reading 52.1% Increase the reading proficiency ratings for all students in the non-duplicated gap group from 52.1% to 53.77% by Spring 2019. Math 47.9% Increase the math proficiency ratings for all students in the non-duplicated gap group from 47.9% to 49.57% 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.

The Closing the Achievement Gap worksheet is 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	Gap Group Identification	III
🔗 Conscious Discipline PD schedule	Conscious Discipline PD schedule	II.E
🔗 Measureable Gap Goal worksheet	Gap Goal worksheet	III, III
🔗 Name and Claim	All adults in the building claim a novice student or two to connect with throughout the year.	II.E
🔗 PLC Schedule 18/19	PLC Schedule 18/19	II.E
🔗 PLC partnership	PLC partnership	II.E

17.18 Phase III: Executive Summary for Schools_11132017_12:54

Phase III: Executive Summary for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

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Phase III: Executive Summary for Schools

Executive Summary

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?

Nichols Elementary is located in Bullitt County in West Point, Kentucky. Nichols is a small community school. We participate in the National School Lunch Program, and 100% of our students are offered a free breakfast and lunch each day. Our staff is made up of 12 teachers, one full-time counselor, and one administrator; in addition to a strong support staff. Our school is known for its community involvement and has ties to the community members that is multi-generational. A unique challenge for Nichols is our remote location in the western hills of Bullitt County. Due to the lack of businesses in our area, we rely on the support of the community to attend our two large festivals, one in the fall and one in the spring. The PTA and parent volunteers are an integral part of our school culture.

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.

Vision Statement: Nichols Knights: Leading the Charge to Excellence. Mission Statement: At NES, we are a community committed to doing what is best for students in order to maximize success for all. We believe: - Each child can be successful - In nurturing the whole child - In meeting students where they are and moving them forward - Decisions should be based on what is best for students - In creating a safe and positive environment - In teamwork - That teachers will continue to learn and grow professionally - Family involvement is critical to success - Community partnerships are important and crucial - In exposing students to a variety of arts through active experiences in all four art forms - Students need to be digitally literate.

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.

Nichols Elementary participates in PBIS (Positive Behavioral Intervention & Supports.) Due to the size of our school, we know our students and families. We build positive relationships with our students and have few behavior problems. We have a strong Response to Intervention (RtI) program along with bi-monthly RtI PLCs, one focused on academics and one focused on behavior. We are able to track data on individual students through our Teacher Data Binders and Google Data Sheets. In this way we are able to provide strong differentiated interventions to our identified students. We also collaborate with our gifted teacher to identify and meet the needs of our gifted students. These students are able to participate in our Gifted Wednesday Wonders Camps provided by the district for one semester each year. Weekly, PLCs will continue to focus on curriculum and instruction and teaching the standards to fidelity. The utilization of our instructional coaches helps provide support and feedback to teachers to help move student learning forward. We celebrate student and staff success each month during our Monthly Celebration. Teachers continually write and win grants for our school. We are a community of learners.

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.

Even though we are a small school, we have a variety of programs that are offered to our students. These include: Student Technology Leadership Program, Energy Team, Academic Team, Track, Archery, Sports Club, Spirit Club, Future Problem Solvers and Safety Patrol.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

18.19 Phase Three: Title I Annual Review_11072018_15:34

Phase Three: Title I Annual Review

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

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Phase Three: Title I Annual Review

Title I Annual Review

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

Comprehensive Needs Assessment

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

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

Last year, the needs assessment identified writing, social studies, language mechanics and third grade math as the priority areas identified from KPREP data. This year's KPREP scores indicate the following areas of need: 3rd grade reading - 30% P, 10% D KPREP, and as 4th graders this fall on MAP 25% P and 25%D 3rd grade math - 50% apprentice KPREP and as 4th graders this fall on MAP 65% Novice and Apprentice Social Studies - P/D trend 15/16 - 21.4%, 16/17 - 31.4%, 17/18 - 36.4% Writing P/D trend 15/16 - 21.4%, 16/17 - 45.7%, 17/18 - 40.9% Science 40% P and 0% D This data would indicate that the work done did not have a significant positive impact on 3rd grade math, nor has the improvement in writing continued to grow. We will continue to focus attention through PLC collaborative team work on our math instruction. Our partnership with Overdale began with work on math Common Formative Assessments. We will then move into reading CFAs and then work on a tracking system for monitoring student progress toward mastery of writing standards. We are updating our Writing Plan and Writing Policy to adress student learning of writing standards. We have time set aside on our January Bullitt Day (teacher work day) to analyze and pace the Social Studies standards to ensure that every grade level is intentionally planning and teaching their assigned standards, annd track student progress toward mastery.

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 work with live scoring, standards alignment, deconstructing standards, and aligning learning targets for math was very successful for 4th and 5th grade students. However, more attention must be devoted to ensuring that there is a guaranteed, viable curriculum for ALL students, particularly those students in split classes. We serve many students from poverty and many who have experienced trauma. In order to help the students identify their feelings and self-regulate, the entire staff (teachers and teacher assistants) all participated in Conscious Discipline training this summer and on PD days in the fall. Our announcements end with deep breathing and then all classrooms untilize 15 minutes to begin their day with mindfulness and calming routines. The number of students that engage in agressive and disrespectful behavior has decreased as compared to the first semester last year.

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.*

Sign in sheets, Title I Compact return rate, Parent Survey Participation rate is extremely high for family events, however it is very low for daily volunteers. We have just shy of a 100% return rate on Title I compacts.

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.*

We will have a new FRC who will come in with fresh ideas. We have been more purposeful in involving SBDM, PTA and a family/community group in data analysis and CSIP development. We will soon have a new public library on the property adjacent to our school with whom we will develop a community partnership to support our students and parents.

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.*

Annual CSIP review, various parent feedback forms, analysis of PBIS data, analysis of RTI data, analysis of progress of special education students, evaluation of expenditures, evaluation of programs, evaluation of resources and evaluation of teaching strategies.

ATTACHMENTS

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

ESS data RTA data shows this reading intervention to be highly effective The process used for RTI Lucy Caulkins - Our writing scores increased significantly two years ago. They dipped a little last year but Nichols was still above the state average of 40.5 at 40.9. Least Effective: Go Math was not effective so it is currently used very sparingly as a resource Use of Dreambox was discontinued when a review of research showed it to be ineffective with a gain of only 4 points, and our own data showed that it was not being utilized very often and little standard mastery was evident.

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.*

MTSS - Multi-tiered System of Support Tier III interventions are now provided by the certified teacher who instructs the students in reading and/or math. Mentoring of identified students by a newly added half-time staff member Apprentice breakfast club - held separately with instructional coach (Novice breakfast club meets with homeroom teacher) Breakfast club student progress will be more intentional and progress monitored

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Conscious Discipline Lesson Plan evidence	Conscious Discipline Lesson Plan evidence	2
Conscious Discipline PD schedule	Conscious Discipline PD schedule	2
Conscious Discipline Sign in sheet	Conscious Discipline Sign in sheet	2
Conscious Discipline power point	Conscious Discipline power point	2
ESS Breakfast Club tracking sheet	ESS Breakfast Club tracking sheet	4B, 4C
Fall MAP reports	Fall MAP	1
Hughes Mentor Schedule	Hughes Mentor Schedule	4C
KPREP Scores	KPREP Scores	1
Library emails	Library emails	3B
Live Scoring data PLC 2nd 3rd	Live Scoring data PLC 2nd 3rd	2
Live Scoring data PLC 4th 5th	Live Scoring data PLC 4th 5th	2
Math Standards 4th 5th April	Math Standards 4th 5th April	2
Math Standards PLC 2nd 3rd April	Math Standards PLC 2nd 3rd	2
Math Standards PLC 4th 5th March	Math Standards PLC 4th 5th	2
PBIS Data	PBIS Data	4A
PLC Partnership 9/13/18	PLC Partnership 9/13/18	1
PLC Partnership PD	PLC Partnership PD	1
PLC Schedule 17/18	PLC Schedule 17/18	1, 4A
PLC Schedule 18/19	PLC Schedule 18/19	1, 4A
PTA CSIP work agenda	PTA CSIP work agenda	3B
Parent Community CSIP work Sign in Sheet	Parent Community CSIP work Sign in Sheet	3B
Parent Survey Results 2017/2018	Parent Survey Results	3A, 4A
RTI Academic PLC	RTI Academic PLC	4A, 4B
RTI Behavior PLC	RTI Behavior PLC	4A, 4B
SBDM Agenda	SBDM Agenda	3B
Signed Title I Compact	Signed Compact	3A
Stakeholder Call List	Stakeholder Call List	3B
Title I Compact return rate	Title I Compact return rate	3A
Title I Literacy Night Agenda	Title I Literacy Night Agenda	3A
Title I Literacy Night Sign in Sheet	Title I Literacy Night Sign in Sheet	3A
Title I Parent Involvement SBDM Analysis	Title I Parent Involvement SBDM Analysis	3A

📎 Wednesday Schedule for tier 3 interventions	The addition of a half-time teacher freed up our music/art teacher to go into classrooms to work with tier 1 and 2 students while the classroom teacher provides tier 3 interventions.	4C