

## **Phase One: OES 18-19 Continuous Improvement Diagnostic**

### **Phase One: Continuous Improvement Diagnostic**

#### **Overdale Elementary School**

Dana Brown  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America

**Last Modified: 10/31/2018**

**Status: Locked**

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

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

#### Part I:

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

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

Using the School Quality Factor Survey it was determined that the culture between school and stakeholders was an area to be addressed. A healthy culture is defined as the shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful. In addition, The Missing Piece Proficiency Rubric indicated that communication was also an area of concern. Communication is defined as two way information in many forms flows regularly between school and parents about student's academic achievement and individual needs. This feedback was gathered by parents that served on PTO, SBDM, as well as a random survey of other stakeholders. According to the School Quality Factor Survey, only 31% of our staff felt that parents, families and legal guardians of all backgrounds are actively involved in their children's learning and school experiences. There have been multiple plans discussed and even a committee formed to address the issue of parental involvement. However, the only area of improvement was in participation in family nights due to increasing the engagement. We realize that attendance at two events does not impact parent involvement in their child's education on a large scale. Currently, we conduct two parent teacher conferences with one being highly encouraged, but the other is voluntary for parents who feel the need. There has been transition with the parent volunteer program which has resulted in less parent involvement than in past years. Because many of our parents have had negative experiences in their own education, they are hesitant to become involved. Since we are a high poverty school, parents often do not know what to do to help their student or how they can become involved in utilizing school resources. Data from the Missing Piece Proficiency Rubric indicated that we are apprentice in the area of two way communication between school and parents. Currently, systematic efforts for parent teacher conference participation are not maximized. As stated earlier, Parent teacher conferences are held twice a year on school grounds and some teachers send personal invitations to parents, but do not always offer multiple locations/opportunities or follow-up when parents do not attend. In addition, students are not utilized as part of the parent-teacher conferences. This was an area we began addressing last year, but teachers felt that they needed more training to be able to help the students with leading conferences.

#### **ATTACHMENTS**

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

#### Part II:

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

In order to engage a variety of stakeholder in the development of the CSIP, we will form a committee of teachers from each team, special education, special areas, interventionist, PTO parent representatives, SBDM representatives and two classified staff members to work on the creation of the plan as well as how monitoring will take place as the year progresses. This monitoring will ensure we are following the plan that was created. The plan will then be communicated to all staff by the CSIP team. In order to address our areas of growth, we will engage the help of our FRC, PTO, Volunteer Coordinator, and a team of teachers to recruit parents to become members of the IPI team (Increase Parent Involvement Committee). This committee's purpose will be to solicit ideas for activities that will increase parent involvement and support within our school focused on student learning. An example of such activities may be a Phonics Workshop to address how parents can help early readers. At the initial meeting a list of potential members will be created and then they will be contacted by a member of the initial IPI Committee. At the follow-up meeting the new members will be informed of the purpose of the committee and roles will be established along with a meeting schedule developed to accommodate all members. At each of the subsequent meetings, lists would be generated of potential activities that would engage more parents in their children's education and a plan made for implementation. Once the plan is created, team members will be assigned to plan the events and how to communicate them to the community at large. Minutes will be taken at each meeting by the person assigned to that role and they will be communicated via E-NEWS, FaceBook and the school web page. To monitor the effectiveness of the work, attendance at planned events will be monitored as well as data collected from surveys sent to attendees and teachers to determine if we have been successful in our efforts. In an effort to increase parent communication in regards to their student's academic performance, the staff will discuss barriers and create a plan for better structures and more opportunities to keep parents abreast of student achievement. We will continue to offer two parent/teacher conferences, but will increase the opportunities for parents by considering alternative locations and times. They will be communicated more frequently through newsletters, E-News, FaceBook, phone calls, invitations, and the school web page. If there is no response to the initial invitation, parents will be contacted via personal phone call from the teacher. Teachers will document phone calls on a parent contact log that will be given to the principal to monitor. In addition, we will begin the work of student led conferences beginning with the fall conference. Teachers will be trained by the principal and instructional coach on how to best help students lead their conference utilizing data notebooks, technology, and student work samples. Teachers will help determine the data that needs to be tracked in the notebooks and set goals with students based on that data. In order to monitor the effectiveness of these conferences, we will create a parent/student reflection and analyze the results. In addition, in order to provide more opportunities for parents to understand their student's progress, the teachers will be offering a prevention time each week before school to students who are not performing at grade level (mastery of standards). Parents will be notified as to why their child is invited and the instructional plan for this additional support. Also, our ESS funds will be used to provide an after school intervention for students that are not successful in grade level content. Parents will be notified as to why their child is invited and the instructional plan for this additional support. To monitor the effectiveness, attendance will be tracked and performance on standards based assessments analyzed at PLC's.

## **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase Two: OES Needs Assessment for 18-19**

### **Phase Two: The Needs Assessment for Schools**

#### **Overdale Elementary School**

Dana Brown  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America

**Last Modified: 11/13/2018**

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

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

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

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

## Protocol

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

Data is analyzed during PLC meetings as well as faculty meetings and Bullitt Days. There are fifteen total faculty meetings throughout the year. Bullitt Days occur once per month with the exception of December and February. PLC meetings meet weekly. The school leadership team, the ABRI Committee, SBDM, faculty members, district leadership, and district board of education all play a part in analyzing and reviewing data. Documentation is created through agendas, meeting minutes, PLC minutes, ABRI minutes, and PowerPoint presentations. Data is analyzed, charted, and plans are created to address areas of concern.

### **ATTACHMENTS**

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## Current State

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

### Example of Current Academic State:

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

### Example of Non-Academic Current State:

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

Academic: According to MAP results there has been a 10% drop in vocabulary over the last three years. Over the past three years there has been a 15.8% decrease in proficiency in math as measured by KPREP. Contributing to this is a 14% proficiency decrease in numbers and operations according to MAP. In the past three years our writing proficiency scores have decreased 12.4% as measured by KPREP. According to Brigance Data from the past three years, 46% of our entering Kindergarten students were not ready academically/socially to begin school. Over the past two years, as evidenced by KPREP data, proficiency in reading and math have dropped. Reading is 2% under the state average and math is 6.6% lower than the state average. 2017-2018 KPREP results show that 48.7% of our special education students scored below proficiency in reading and 53.6% in math. Non Academic: An increase of 18 incidents of physical aggression were documented for the 17-18 school year. 100% of students understand behavior expectations based on P.B.I.S walk through data. The average staff years of experience is less than 8 years due to the increase staff turnover in the last three years. 50% of the staff are non-tenured. Our transient numbers for the 17-18 school year, 71 new students enrolled and 62 withdrew. According to Kentucky's Persistence to Graduation Report 10% of our student population are classified at risk. 14% of the current 5th grade is identified as special education.

## **ATTACHMENTS**

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**Priorities/Concerns**

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

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

In the past three years our writing proficiency scores have decreased 12.4% as measured by KPREP. 2017-2018 KPREP results show that 48.7% of our special education students scored below proficiency in reading and 53.6% in math. According to 2017-18 KPREP results, 82% of special education students did not increase in levels (apprentice, proficient, distinguished) in reading and 72% did not increase in levels in math. In the past three school years, we have had 20 vacancies in positions, which equates to transitions within classrooms and consistency with instruction. According to KPREP, our free/reduced lunch students did not meet proficiency benchmarks. Our total proficiency for this subgroup was 57.5% Our overall proficiency in reading and math, according to KPREP was 64.8%, which was only slightly above the benchmark.

**ATTACHMENTS**

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## Trends

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

Over the past three years there has been a 15.8% decrease in proficiency in math as measured by KPREP. Contributing to this is a 14% proficiency decrease in numbers and operations according to MAP. In the past three years our writing proficiency scores have decreased 12.4% as measured by KPREP. From the 2015-16 school year to 2017-2018, there was a 4.6% decrease in proficiency in reading. Over the past three years our incidence of office discipline referrals has been consistent, however; from 16-17 to 17-18 there were 18 more incidences of physical aggression. During the 17-18 school year 92%(rate per 100 students) of our fifth grade students had an office behavior referral as compared to 12.86% from the prior two school years. This is attributed to the teacher turnover in this grade level during the 17-18 school year.

## **ATTACHMENTS**

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## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Our focus will be on Designing and Deploying Standards(KCWP 1) to produce desired changes at Overdale. With a relatively young staff and teacher movement among grade levels, we realize that most teachers are not knowledgeable of the depth and rigor of the standards. We provide weekly feedback on lesson plans to assure the current curriculum is valid. Observations, walkthroughs, lesson plan feedback, and coteaching with instructional coach are monitoring systems that are in place to ensure the curriculum is taught at a high level of fidelity. Teachers have been trained to create clear and precise learning targets for students. Feedback is given on learning targets through observations and lesson plan feedback. Teachers readjust the curriculum to meet student needs after formative and summative assessments. This process takes place in PLCs, when planning with the instructional coach, looking at student work with the grade level team, and naturally during the instructional day. Reviewing and revising the curriculum takes place annually with grade levels. The math curriculum has been aligned at several grade levels and the writing curriculum has just undergone review by the ABRI team. We have planned a Teacher Training Day in November for vertical curriculum work. Each group will deconstruct standards and note the progression across the grade levels. Our teachers are also participating in a district-wide initiative to create a pacing of standards for the district. Our second focus will be KCWP 4: Review, Analyze and Apply Data. We believe that we produce a sufficient amount of data but review, analysis, and planning for next steps is still an area of concern. Teachers use formative assessments in daily instruction. Summative assessments are planned after the teaching of a standard and learning checks are given bi-monthly as a spiral review of standards previously taught. MAP, DRA, and PASS are given in the fall, winter, and spring. Learning checks are submitted and approved by the instructional coach. The leadership team and teachers meet in PLCs to discuss data. School leadership encourages small group reteaching, coteaching, and clinic work to meet student needs and is currently considering restructuring MTSS (RTI). Overdale recognizes that there is not a monitoring system in place for teachers to record student progress on mastery of standards. This is an area we plan to address. Along with this, we acknowledge that students are not actively monitoring their learning. The leadership team uses data to improve instruction by designing and providing professional development and teacher training days around areas of need.

### **ATTACHMENTS**

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## Strengths/Leverages

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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%.

77% of last year's fourth grade students stayed the same or grew in levels on the reading portion of 2017-18 KPREP. 25% of last year's fourth grade students increased in levels in reading. We moved 10 out of 70 students into proficiency and 6 out of the novice level in reading. Comparing this fall and last fall's MAP data, first grade reading is up 15%. Fourth grade math is up 14% and fourth grade reading increased 11%.

## **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase Two: OES School Assurances 18-19**

### **Phase Two: School Assurances**

#### **Overdale Elementary School**

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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.

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## School Assurances

### Preschool Transition

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

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

Our preschool visits special area classes to see locations. There is a spring family night sponsored by the FRC, which focuses on transition to Kindergarten. The preschool teacher utilizes the Phonics Dance program in order to build a phonics/phonemic awareness base for students to be ready for Kindergarten. The preschool teacher collaborates with Kindergarten to create a plan for addressing needed academic and social skills before the students transition. In addition, the preschool teacher collaborates with the instructional coach regarding student placements in Kindergarten.

### ATTACHMENTS

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### Professional Development

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

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

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### Comprehensive Needs Assessment

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

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Instructional Strategies**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Targeted Assistance Activities**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Parent and Family Engagement**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Teacher Quality**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Title I Application**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Paraeducators**

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

- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**

**ATTACHMENTS**

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**Paraeducator Non-Instructional Duties**

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









- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**

**ATTACHMENTS**

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**ATTACHMENT SUMMARY**

<b>Attachment Name</b>	<b>Description</b>	<b>Item(s)</b>
 18-19 Professional Development Plan	The Professional Development Plan for Overdale.	2
 3rd Grade PLC Minutes	Minutes from MTSS PLC	5
 Bullitt Day Agenda-Needs Assessment	Copy of agenda outlining process for needs assessment.	3
 Classified/Certified Class Schedules	Schedule of instructional assistants working with certified teachers	11, 12
 PLC Minutes for Needs Assessment	PLC Minutes documenting analysis of student assessment data and groupings based on need.	3
 PLC Needs Analysis Agenda	PLC Minutes documenting analysis of assessment data and student groupings based on need.	3
 Title 1 Annual Review	Annual Review of Title 1 program.	5
 Title 1 Family Compact	18-19 Family Compact for Title 1	8



## **Phase Two: OES 18-19 School Safety Report**

### **Phase Two: School Safety Report**

#### **Overdale Elementary School**

Dana Brown

651 Overdale Drive

Louisville, Kentucky, 40229

United States of America

**Last Modified: 10/31/2018**

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

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

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

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

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

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

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

Yes, we, in conjunction with the SBDM Council, have adopted an emergency plan in accordance with local board policy and in compliance with specifications in KRS 158.162(3).

### **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, we have provided local first responders with a copy of the emergency plan along with a diagram of the school. We worked collaboratively with first responders to ensure our plan was as effective as possible as required.

### **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, we have posted primary and secondary evacuation routes in each room and by every doorway used for evacuation as required.

### **ATTACHMENTS**

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes, we have posted the location of severe weather safe zones in each room as well as all hallways as required.

### **ATTACHMENTS**

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

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

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

Yes, the plan was reviewed at the end of the prior school year by the SBDM council, principal, and first responders and revised as needed. . After our summer training In PrePare, we made more revisions based on new learning and collaborated with first responders to determine the

effectiveness of the revisions. The emergency plan was reviewed on July 31st and revised on August 24th with feedback from first responders.

### **ATTACHMENTS**

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

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

*Please provide the date the school completed this discussion.*

Yes, the plan was communicated with all staff on the opening day prior to the first instructional day of the current school year. The staff discussion took place on August 7th. We discussed, at this time, potential changes to our current year's plan. After revision, it was attached to our school communication HUB for staff.

### **ATTACHMENTS**

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

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

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

Yes, one severe weather drill, one earthquake drill, and one lock down drill was conducted during the first 30 instructional days of the current school year.

### **ATTACHMENTS**

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

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



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

Yes, one severe weather drill, one earthquake drill, and one lock down drill was conducted during the month of January during the prior school year.

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Emergency Management/Safety Plan	Copy of the Overdale Emergency Management/Safety Plan for 2018-2019.	1
 Opening Day Agenda	Agenda evidencing review with the staff.	5

# 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.
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## 1: Proficiency Goal

Goal 1: Increase the combined reading and math percentage of proficient/distinguished students from 47% to 57% by spring 2021, as measured by KPREP.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"><li>• KCWP 1: Design and Deploy Standards</li><li>• KCWP 2: Design and Deliver Instruction</li><li>• KCWP 3: Design and Deliver Assessment Literacy</li><li>• KCWP 4: Review, Analyze and Apply Data</li><li>• KCWP 5: Design, Align and Deliver Support</li><li>• KCWP 6: Establishing Learning Culture and Environment</li></ul>		<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"><li>• KCWP1: Design and Deploy Standards Classroom Activities</li><li>• KCWP2: Design and Deliver Instruction Classroom Activities</li><li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li><li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li><li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li><li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li></ul>		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1- <ul style="list-style-type: none"><li>• Increase the reading percentage of proficient/distinguished students as measured by KPREP from 52.5% to 55.5% by the spring of 2019.</li><li>• Increase the reading percentage of proficient/distinguished students with disabilities as measured by KPREP from 28.2% to 31.2% by the spring of 2019.</li></ul>	KCWP 1: Design and Deploy Standards  Addressing this process ensures alignment between standards, learning targets, assessments, assignments, and instructional lessons.	Highly qualified teachers will meet in vertical teams to deconstruct ELA Common Core Standards and note the progression across the grade levels. In addition, they will identify gaps and level of rigor from grade to grade in cyclical reviews of curriculum in PLCs. This will increase collaboration in deconstructing standards. ( SWP 2, 3, 8) (Evidence 6)	<ul style="list-style-type: none"><li>• ELA Common Core standards</li><li>• Vertical alignment document</li><li>• PLC minutes showing work on standards</li></ul>		\$120.99  Due to no instructional resource funding from the district, PTO helped us to purchase <i>The Common Core Mathematics and ELA Companion</i> books to assist in deconstruction and alignment of standards.
		Highly qualified teachers will meet regularly to review the alignment between standards, learning targets, and assessment measures to determine if assignments, activities, and assessments reflect the learning targets students have had the opportunity to learn in order to	<ul style="list-style-type: none"><li>• ELA Common Core standards</li><li>• PLC minutes showing analysis and alignment notes</li><li>• Standard Mastery Checklist and</li></ul>		\$0



		guide instructional planning. (SWP 1, 2, 3, 8, 9) (Evidence 2)	work sample review		
KCWP 3: Design and Deliver Assessment Literacy Addressing this process ensures monitoring measures are in place to support high fidelity in teaching to the standards.	Principal and Instructional Coach will develop a lesson plan feedback tool to provide more focused feedback on alignment, engagement and rigor. In addition, Principal will conduct walkthroughs/evaluations to ensure alignment, engagement, and rigor. All highly qualified teachers will be required to provide proof that feedback was read. Checklists are also monitored for standard mastery progress for each student. (SWP 2, 3, 7, 8, 9) (Evidence 6) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>Standard mastery checklist</li> <li>lesson plan feedback form</li> <li>Progress monitoring tool of standards taught</li> <li>Assessment data</li> <li>Eleot</li> <li>Document</li> </ul>	\$0		
KCWP 2: Design and Deliver Instruction Addressing this process will ensure that all users of assessment data use information to benefit student learning.	Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers what comes next for individual students and groups of students. Data collected within the tool will be discussed weekly in PLC's to monitor effectiveness of interventions. (SWP 2, 8, 9, 10) (Evidence 7) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>Assessment data</li> <li>SPAGS progress monitoring tool</li> </ul>	\$5,940.00	Due to no instructional resource money from the district money, from the PTO, and Title I funds were used allocated to purchase <i>Literacy Footprints</i> by Jan Richardson for teachers to use in small groups for students who are not meeting mastery.	
	Highly qualified teachers will participate in ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Trainings in the areas of the components of literacy,	<ul style="list-style-type: none"> <li>PL tracker</li> <li>Faculty meeting agenda showing training in best practices in literacy</li> <li>Bullitt Day agenda showing</li> </ul>	\$0		

		deconstruction of standards, and guided reading will be provided throughout the year. They will utilize knowledge of these best practice/high yield instructional strategies to deliver instruction that benefits student learning. (SWP 3,4) (Evidence 1)	training in best practices in literacy <ul style="list-style-type: none"> <li>• PD plan</li> </ul>		
	KCWP 5: Design, Align and Deliver Support  Addressing this process will ensure that students are identified who might be as "at risk".	Preschool teacher and kindergarten teachers will meet to discuss Brigance screener and kindergarten readiness needs. (SWP 5) (Evidence 3)	<ul style="list-style-type: none"> <li>• K Screeners</li> <li>• Brigance</li> </ul>	\$0	
	KCWP 6: Establishing Learning Culture and Environment  Addressing this process ensures that students receive best practice instruction	Principal will attend NISL (National Institute for School Leadership) throughout the 2018-2019 school year. She will bring back learning and share with faculty. (Turn Around Leadership)	<ul style="list-style-type: none"> <li>• Bullitt Day Agenda showing Principal leading training on building capacity in faculty</li> <li>• Faculty Meeting Agenda showing Principal leading training on building capacity in faculty</li> </ul>	\$0	
Objective 2- <ul style="list-style-type: none"> <li>• Increase math percentage of proficient/distinguishe</li> </ul>	KCWP 1: Design and Deploy Standards	Highly qualified teachers will meet in vertical teams to deconstruct Math Common Core Standards and note the progression across the	<ul style="list-style-type: none"> <li>• Math Common Core standards</li> </ul>	\$120.99	Due to no instructional resource funding from

<p>d students as measured by KPREP from 41.5% to 44.5% by the spring of 2019.</p> <ul style="list-style-type: none"><li>● Increase math percentage of proficient/distinguishe d students with disabilities as measured by KPREP from 25.6% to 28.6% by the spring of 2019.</li></ul>	<p>Addressing this process ensures alignment between standards, learning targets, assessments, assignments, and instructional lessons.</p>	<p>grade levels. In addition, they will identify gaps and level of rigor from grade to grade in cyclical reviews of curriculum in PLCs. This will increase collaboration in deconstructing standards. (SWP 2, 3, 8) (Evidence 6)</p>	<ul style="list-style-type: none"><li>● Vertical alignment document</li><li>● PLC minutes showing work on deconstruction of standards</li></ul>	<p>the district, PTO helped us to purchase <i>The Common Core Mathematics and ELA Companion</i> books to assist in deconstruction and alignment of standards.</p>
		<p>Highly qualified teachers will meet weekly in PLCs to review the alignment between standards, learning targets, and assessment measures to determine if assignments, activities, and assessments reflect the learning targets students have had the opportunity to learn in order to guide instructional planning. (SWP 1, 2, 3, 8, 9) (Evidence 2)</p>	<ul style="list-style-type: none"><li>● Math Common Core standards</li><li>● PLC minutes showing analysis and alignment</li><li>● Standard Mastery Checklist</li></ul>	<p>Teachers are using multiple strategies to teach place value in math. Struggling mathematicians need more concrete models besides Base Ten pieces. PTO helped us purchase place value disks.</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Addressing this process ensures monitoring measures are in place to support high fidelity in teaching to the standards.</p>	<p>Principal and Instructional Coach will develop a lesson plan feedback tool to provide more focused feedback on alignment, engagement and rigor. All highly qualified teachers will be required to provide proof that feedback was read. Checklists are also monitored for standard mastery progress for each student. (SWP 2, 3, 7, 8, 9) (Evidence 6) (Turn Around Leadership)</p>	<ul style="list-style-type: none"><li>● Standard mastery checklist</li><li>● lesson plan feedback form</li><li>● Progress monitoring tool of standards taught</li><li>● Assessment data</li></ul>	<p>\$0</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process ensures that all users of assessment data use</p>	<p>Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers of what comes next for individual students and groups of</p>	<ul style="list-style-type: none"><li>● Assessment data</li><li>● SPAGS progress monitoring tool</li></ul>	<p>\$0</p>

information to benefit student learning.	students.Data collected within the tool will be discussed monthly to monitor effectiveness of interventions. (SWP 2, 8, 9, 10) (Evidence 7) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>PL tracker</li> <li>Faculty meeting agenda showing training of teachers on best practices for math</li> <li>Bullitt Day agendas showing training of teachers on best practices for math</li> <li>PD plan</li> </ul>		\$0	
KCWP 5: Design, Align and Deliver Support  Addressing this process will ensure that students are identified who might be as "at risk".	Preschool teacher and kindergarten teachers will meet to discuss Brigrance screener and kindergarten readiness needs. (SWP 5) (Evidence 3)	<ul style="list-style-type: none"> <li>K Screeners</li> <li>Brigrance</li> </ul>		\$0	
KCWP 6: Establishing Learning Culture and Environment  Addressing this process ensures that students receive best practice instruction	Principal will attend NISL (National Institute for School Leadership) throughout the 2018-2019 school year. She will bring back learning and share with faculty. (Turn Around Leadership)	<ul style="list-style-type: none"> <li>Bullitt Day Agenda showing Principal leading training to build capacity in faculty</li> </ul>		\$0	

			<ul style="list-style-type: none"><li>● Faculty Meeting Agenda showing training to build capacity in faculty</li></ul>		
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## 2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator from 51.2 to 61.2 by the spring of 2021, as measured by KPREP.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <ul style="list-style-type: none"> <li>• Increase writing proficient/distinguished students from 17.7% to 20.7% by spring 2019.</li> <li>• Increase writing proficient/distinguished students with disabilities from 6.3% to 9.3% by spring 2019.</li> </ul>	<p>KCWP 1: Design and Deploy Standards</p> <p>Addressing this process ensures alignment between standards, learning targets, assessments, assignments, and instructional lessons.</p>	<p>Highly qualified teachers will meet in vertical teams to deconstruct Writing Common Core Standards and note the progression across the grade levels. In addition, they will identify gaps and level of rigor from grade to grade in cyclical reviews of curriculum in PLCs. This will increase collaboration in deconstructing standards. (SWP 2, 3, 8) (Evidence 6)</p> <p>Highly qualified teachers will meet weekly in PLCs to review the alignment between standards, learning targets, and assessment measures to determine if assignments, activities, and assessments reflect the learning targets students have had the opportunity to learn in order to</p>	<ul style="list-style-type: none"> <li>• Writing Common Core standards</li> <li>• Vertical alignment document</li> <li>• PLC minutes showing deconstruction of standards</li> <li>• Writing Common Core standards</li> <li>• PLC minutes showing alignment and analysis</li> <li>• Standard Mastery Checklist</li> </ul>		<p>\$120.99</p> <p>Due to no instructional resource funding from the district, PTO helped us to purchase <i>The Common Core Mathematics and ELA Companion</i> books to assist in deconstruction and alignment of standards.</p> <p>\$0</p>

	guide instructional planning. (SWP 1, 2, 3, 8, 9) (Evidence 2)	Principal and Instructional Coach will develop a lesson plan feedback tool to provide more focused feedback on alignment, engagement and rigor. All highly qualified teachers will be required to provide proof that feedback was read. Checklists are also monitored for standard mastery progress for each student.(SWP 3, 7, 8, 9) (Evidence 6) (Turn Around Leadership)	<ul style="list-style-type: none"><li>Standard mastery checklist</li><li>lesson plan feedback form</li><li>Progress monitoring tool of standards taught</li><li>Assessment data</li></ul>		\$0
KCWP 3: Design and Deliver Assessment Literacy  Addressing this process ensures monitoring measures are in place to support high fidelity in teaching to the standards.					
KCWP 2: Design and Deliver Instruction  Addressing this process will ensure that all users of assessment data use information to benefit student learning.	Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers of what comes next for individual students and groups of students.Data collected within the tool will be discussed monthly to monitor effectiveness of interventions.. (SWP 8, 9) (Evidence 7) (Turn Around Leadership)	Highly qualified teachers will participate in ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. We will work with outside resources such as Susan Robertson from ABRI and Lynn Schwallie from OVEC to support us with stronger writing instruction. They will utilize knowledge of best	<ul style="list-style-type: none"><li>PL tracker</li><li>Faculty meeting agenda showing meeting with Lynn Schwallie</li><li>Bullitt Day agenda showing work on best practices for writing</li><li>PD plan</li></ul>		\$0
					<i>Scholastic Trait Crates</i> were purchased, with the help of PTO, to scaffold teachers in writing instruction.

<p>Objective 2</p> <ul style="list-style-type: none"> <li>• Increase social studies percentage of proficient/distinguished students from 35.4% to 38.4% by spring 2019.</li> <li>• Increase social studies percentage of proficient/distinguished students with disabilities from 25.0% to 28.0% by spring 2019.</li> </ul>		practice/high yield instructional strategies to deliver instruction that benefits student learning. (SWP 3,4) (Evidence 1)	<ul style="list-style-type: none"> <li>• PLC minutes showing consulting with Susan Robertson</li> </ul>		
	KCWP 1: Design and Deploy Standard Addressing this process will ensure alignment between standards, learning targets, assessments, assignments, and instructional lessons.	Highly qualified teachers will ensure that the social standards are explicitly taught at the specific time allotted in the master schedule. Teachers will utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (SWP 2, 3, 9) (Evidence 7)	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Lesson Plans showing Social Studies lessons, standards, and learning targets</li> </ul>	\$0	
		Highly qualified teachers will collaborate with Instructional Coach and Special Area teachers when planning. This will ensure that curriculum delivery and assessments meet the needs of all students and determine if assignments/assessments are aligned to the standards. Collaboration ensures congruency. (SWP 2, 3, 8) (Evidence 3)	<ul style="list-style-type: none"> <li>• PLC minutes showing collaborative planning</li> <li>• Lesson plans showing lesson/assessment alignment</li> </ul>	\$0	
	KCWP 2: Design and Deliver Instruction Addressing this process will ensure that all users of assessment data use information to benefit student learning.	Highly qualified teachers along with the Instructional Coach will strategically plan high-yield lessons that are engaging and rigorous and/or project-based.. (SWP 2, 3, 8) (Evidence 4)	<ul style="list-style-type: none"> <li>• Lesson plans showing project-based lessons</li> <li>• PLC minutes showing collaborative planning</li> </ul>	\$0	
	KCWP 4: Review, analyze, and apply data classroom activities	Utilize PLCs to analyze data from social studies assessments to inform instructional decisions and benefit	<ul style="list-style-type: none"> <li>• Learning check data with analysis for</li> </ul>	\$0	



<p>Objective 3</p> <ul style="list-style-type: none"> <li>• Increase science proficient/distinguished from 13.9% to 16.9% by spring of 2019.</li> <li>• Increase science percentage of proficient/distinguished students with disabilities from 0% to 3%.</li> </ul>	<p>Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.</p>	<p>student learning. (SWP 8, 9) (Evidence 2)</p>	<p>reading/social studies assessment given in spring</p> <ul style="list-style-type: none"> <li>• Learning checks for reading/social studies</li> </ul>		
	<p>KCWP 1: Design and Deploy Standards</p> <p>Addressing this process will ensure alignment between standards, learning targets, assessments, assignments, and instructional lessons.</p>	<p>Highly qualified teachers will ensure that curricular delivery and assessment measures provide for pertinent information needs for students and utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. This will ensure that effective communication will guide instructional planning, student grouping, etc (SWP 2, 3, 7, 8) (Evidence 7)</p>	<ul style="list-style-type: none"> <li>• Lesson Plans of rigorous science lessons</li> <li>• Assessment data for math/science learning check and TCTs</li> </ul>	\$0	
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process will ensure that all users of assessment data use</p>	<p>Highly qualified teachers will collaborate with Instructional Coach and Special Area teachers when planning. This will ensure that curriculum delivery and assessments meet the needs of all students and determine if assignments/assessments are aligned to the standards. Collaboration ensures congruency. (SWP 2, 3, 7, 8) (Evidence 3)</p>	<ul style="list-style-type: none"> <li>• PLC minutes showing collaborative planning</li> <li>• Lesson plans showing alignment of assessments and lessons</li> </ul>	\$0	
		<p>Highly qualified teachers along with the Instructional Coach will strategically plan high-yield lessons that are engaging and rigorous and/or project-based. (SWP 2, 3, 7, 8) (Evidence 4)</p>	<ul style="list-style-type: none"> <li>• Lesson plans showing project based science lessons</li> <li>• PLC minutes showing</li> </ul>	\$0	

	information to benefit student learning.		collaborative planning <ul style="list-style-type: none"> <li>Assessment data of math/science learning check and TCTs</li> </ul>		
	<p>KCWP 4: Review, analyze, and apply data classroom activities</p> <p>Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.</p>	Utilize PLCs to analyze data from science assessments to inform instructional decisions and benefit student learning. (SWP 8, 9) (Evidence 2)	<ul style="list-style-type: none"> <li>Learning checks of math/science learning check</li> <li>Learning check data for math/science assessment given in spring</li> </ul>	\$0	

## 3: Gap

Goal 3 Increase the combined reading and math proficient/distinguished percentage for students with disabilities and free and reduced lunch from 33.4% to 43.4% by spring 2021, as measured by KPREP.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <ul style="list-style-type: none"> <li>• Increase the reading proficient/distinguished percentage for students with disabilities and free and reduced from 36.9% to 39.9% by spring 2019.</li> <li>• Increase the reading proficient/distinguished percentage for students with disabilities from 28.2% to 31.2% by spring 2019.</li> <li>• Increase the reading proficient/distinguished percentage for free and reduced students</li> </ul>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process will ensure that all users of assessment data use information to benefit student learning.</p>	<p>Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform what comes next for individual students and groups of students (SWP 1, 2, 10) (Evidence 7) (Turn Around Leadership)</p>	<ul style="list-style-type: none"> <li>• Standard Mastery Checklists</li> <li>• SPAGS</li> <li>• Assessment data compiled into one document (MAP, KPREP, DRA, PASS)</li> </ul>		\$0
		<p>Leadership will restructure MTSS within the school by placing all students who are not in referral back to tier 1. (SWP 1, 2, 6, 10). (Turn Around Leadership) (Evidence 7)</p>	<ul style="list-style-type: none"> <li>• PLC minutes showing restructuring of MTSS</li> <li>• Assessment data to use for restructuring</li> </ul>		\$5,940.00
	KCWP 4: Review, Analyze and Apply Data	<p>Leadership and teachers will monitor mastery of standards of students within the gap group as</p>	<ul style="list-style-type: none"> <li>• Learning Check analysis to identify</li> </ul>		<p>Money was used allocated to purchase <i>Literacy Footprints</i> by Jan Richardson for teachers to use in small groups for students who are not meeting mastery.</p> <p>\$0</p>

from 45.7% to 48.7% by spring 2019.	Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.	they analyze data from monthly learning checks. This data will be used to inform teachers of next steps in instruction to benefit student learning. (SWP 2, 3, 8, 9, 10) (Evidence 7) (Turn Around Leadership)	proficient students, those who are not yet proficient and to monitor progress of students in the gap group		
		Highly skilled teachers and leadership will utilize data in PLCs to ask the wise questions: What so we expect our kids to learn? How will we know when they learned it? How will we respond when we haven't learned it? What will we do to extend their learning when they already know it? to inform teachers of next steps in instruction to benefit student learning as directed by Solution Tree (SWP 2, 3, 8, 9) (Evidence 2) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>PLC Minutes with documentation that the 4 Dufour questions are being addressed</li> </ul>	\$0	
	KCWP 5: Design, Align and Deliver Support  Addressing this process will ensure that students are receiving core instruction with added support.	There is an intentional focus on co-teaching in classrooms with special needs students. (SWP 1, 6, 7) (Evidence 3)	<ul style="list-style-type: none"> <li>Walkthrough notes as documented in the Eleot tool</li> <li>lesson plans documenting coteaching</li> </ul>	\$0	
	KCWP 6: Establishing Learning Culture and Environment  Addressing this process will ensure culturally responsive	There will be two Title 1 Family Nights conducted within the school year, fall and spring, to engage families in literacy and math activities that support student learning. We have restructured the	<ul style="list-style-type: none"> <li>Title One parent surveys</li> <li>attendance data for both nights</li> </ul>	\$0	

	behaviors are modeled among faculty, staff, and students.	evenings so as to get more family involvement. (SWP 4, 8)			
<p><b>Objective 2</b></p> <ul style="list-style-type: none"> <li>• Increase the math proficient/distinguished percentage for students with disabilities and free and reduced from 39.8% to 42.8% by spring 2019.</li> <li>• Increase the math proficient/distinguished percentage for students with disabilities from 25.6% to 28.6% by spring 2019.</li> <li>• Increase the math proficient/distinguished percentage for students free and reduced from 34.1% to 37.1% by spring 2019.</li> </ul>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process will ensure that all users of assessment data use information to benefit student learning.</p>	<p>Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers of what comes next for individual students and groups of students.g. (SWP 2, 10) (Evidence 7)(Turn Around Leadership)</p>	<ul style="list-style-type: none"> <li>• Assessment data</li> </ul>	\$0	
		<p>Leadership will restructure MTSS within the school by placing all students who are not in referral back to tier 1.. (SWP 2, 6, 10) (Turn Around Leadership) (Evidence 7)</p>	<ul style="list-style-type: none"> <li>• PLC minutes</li> </ul>	\$0	
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.</p>	<p>Leadership and teachers will monitor mastery of standards of students within the gap group as they analyze data from monthly learning checks. This data will be used to inform teachers of next steps in instruction to benefit student learning. (SWP 2, 3, 8, 9, 10) (Evidence 7) (Turn Around Leadership)</p>	<ul style="list-style-type: none"> <li>• Learning Check Analysis</li> </ul>	\$0	
		<p>Highly skilled teachers and leadership will utilize data in PLCs to ask the wise questions: What so we expect our kids to learn? How will we know when they learned it? How will we respond when we</p>	<ul style="list-style-type: none"> <li>• PLC minutes</li> <li>• PLC agendas</li> </ul>	\$0	

		haven't learned it? What will we do to extend their learning when they already know it? to inform teachers of next steps in instruction to benefit student learning. (SWP 2, 3, 8, 9) (Evidence 2)			
	KCWP 5: Design, Align and Deliver Support  Addressing this process will ensure that students are receiving core instruction with added support.	There is an intentional focus on co-teaching in classrooms with special needs students.. (SWP 1, 6, 7) (Evidence 3)	<ul style="list-style-type: none"> <li>• Walkthroughs</li> <li>• lesson plans</li> </ul>		\$0
	KCWP 6: Establishing Learning Culture and Environment  Addressing this process will ensure culturally responsive behaviors are modeled among faculty, staff, and students.	There will be two Title 1 Family Nights conducted within the school year, fall and spring, to engage families in literacy and math activities that support student learning. We have restructured the evenings so as to get more family involvement. (SWP 4, 8)	<ul style="list-style-type: none"> <li>• Title One</li> <li>• parent surveys</li> <li>• attendance data</li> </ul>		\$0

## 4: Graduation rate

## Goal 4 (State your Graduation Rate goal):

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## 5: Growth

Goal 5 (State your Growth goal): Reduce the number of novice student in reading and math from 24.65% to 16.96% by spring 2021, as measured by KPREP.

Which <b>Strategy</b> 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 <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 <ul style="list-style-type: none"> <li>Reduce the number of novice students in reading from 27.2% to 24.64% by spring 2019.</li> <li>Reduce the number of novice students with disabilities from 48.7% to 45% by spring 2019.</li> </ul>	KCWP 2: Design and Deliver Instruction  Addressing this process will ensure that all users of assessment data use information to benefit student learning.	Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers of what comes next for individual students and groups of students. (SWP 2, 10) (Evidence 7)(Turn Around Leadership)	<ul style="list-style-type: none"> <li>PLC minutes</li> </ul>		\$0
		Leadership will restructure MTSS within the school by placing all students who are not in referral back to tier 1. (SWP 1, 2, 6, 7, 8, 10) (Turn Around Leadership) (Evidence 7)	<ul style="list-style-type: none"> <li>PLC minutes</li> <li>Assessment data</li> </ul>		\$5,940.00  Money was used allocated to purchase <i>Literacy Footprints</i> by Jan Richardson for teachers to use in small groups for students who are not meeting mastery.
	KCWP 4: Review, Analyze and Apply Data	Leadership and highly qualified teachers will increase collaboration in data analysis and utilize student mastery checklists to create a list of	<ul style="list-style-type: none"> <li>Standards Mastery Checklist</li> </ul>		\$0



<p>Objective 2</p> <ul style="list-style-type: none"> <li>Reduce the number of novice students in math from 27.1% to 24.54% by spring 2019.</li> <li>Reduce the number of novice students with disabilities from 30.8% to 27.2% by spring 2019.</li> </ul>	Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.	<p>“Students to Watch” for students who are performing below proficiency. (SWP 2, 3, 9, 10) (Evidence 2) (Turn Around Leadership)</p> <p>Highly skilled teachers and leadership will utilize data in PLCs to ask the wise questions: What so we expect our kids to learn? How will we know when they learned it? How will we respond when we haven’t learned it? What will we do to extend their learning when they already know it? to inform teachers of next steps in instruction to benefit student learning. (SWP 2, 3, 8, 9) (Evidence 2)</p>	<ul style="list-style-type: none"> <li>PLC minutes</li> <li>PLC agendas</li> </ul>	\$0	
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process will ensure that all users of assessment data use information to benefit student learning.</p>	<p>Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers of what comes next for individual students and groups of students. (SWP 2, 10) (Evidence 7) (Turn Around Leadership)</p> <p>Leadership will restructure MTSS within the school by placing all students who are not in referral back to tier 1. (SWP 1, 2, 6, 7, 8, 10). (Turn Around Leadership) (Evidence 7)</p>	<ul style="list-style-type: none"> <li>PLC minutes</li> </ul>	\$0	
	KCWP 4: Review, Analyze and Apply Data	<p>Leadership and highly qualified teachers will increase collaboration in data analysis and utilize student mastery checklists to create a list of “Students to Watch” for students who are performing below</p>	<ul style="list-style-type: none"> <li>Standards Mastery Checklist</li> </ul>	\$0	
	Addressing this process will ensure that the PLC data questions are being asked to				

	evaluate effectiveness of instruction.	proficiency. (SWP 2, 3, 9, 10) (Evidence 2) (Turn Around Leadership) Highly skilled teachers and leadership will utilize data in PLCs to ask the wise questions: What do we expect our kids to learn? How will we know when they learned it? How will we respond when we haven't learned it? What will we do to extend their learning when they already know it? to inform teachers of next steps in instruction to benefit student learning. (SWP 2, 3, 8, 9) (Evidence 2)	<ul style="list-style-type: none"><li>• PLC minutes</li></ul>		\$0
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## 6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the number of students who are middle school ready in reading and math from 26% to 36% by spring 2021, as measured by the MAP assessment.			
Which <b>Strategy</b> 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 <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
<ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 4: Review, Analyze, and Apply Data  Addressing this process will ensure that SMART goals are used for improvement.	Students will set goals with their teacher for MAP and monitor their progress/growth for winter and spring (SWP 5) (Evidence 5)	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Sheets-Student Data</li> <li>• Notebooks, MAP data</li> </ul>		\$0
<ul style="list-style-type: none"> <li>• Increase the number of students with disabilities who are middle school ready in reading from 0% to 2% by spring 2019.</li> </ul>	Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.	Principal and Instructional Coach will ensure monitoring measures are in place to support high fidelity in teaching to the standards by way of formal and informal observations, classroom data, lesson plans, and standards mastery checklists. By doing this leadership will determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn and guide instructional planning. (SWP 2,3,7,8,9) (Evidence 6) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>• Standard mastery checklist</li> <li>• lesson plan feedback form</li> <li>• Progress monitoring tool of standards taught</li> <li>• Elect walkthrough tool</li> <li>• Assessment data</li> </ul>		\$0

	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process will ensure that all users of assessment data use information to benefit student learning.</p>	<p>Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers of what comes next for individual students and groups of students. (SWP 2, 8, 10) (Evidence 7) (Turn Around Leadership)</p>	<ul style="list-style-type: none"> <li>Assessment data</li> <li>SPAGS progress monitoring tool</li> </ul>	<p>\$1,319.17</p> <p>Due to no instructional resource money from the district, money from the PTO, was used to purchase <i>Junior Great</i> books for our 5th grade students who are reading above grade level</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Addressing this process will ensure culturally responsive behaviors are modeled among faculty, staff, and students.</p>	<p>5th grade students visit Zoneton Middle School/Discovery School in preparation for middle school. The middle school principal also visits with all 5th students prior to state assessment to explain the importance of testing and being middle school ready. Middle school coach will visit to discuss importance of MAP testing and middle school placement.(SWP 5) (evidence 8)</p>	<ul style="list-style-type: none"> <li>MAP</li> <li>KPREP results</li> </ul>	<p>\$0</p>
<p>Objective 2</p> <ul style="list-style-type: none"> <li>Increase the number of students who are middle school ready in math from 5% in fall 2018 to 30% by spring 2019.</li> <li>Increase the number of students with disabilities who are middle school ready in math from 0% to 2% by spring 2019.</li> </ul>	<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>Addressing this process will ensure that SMART goals are used for improvement.</p> <p>Addressing this process will ensure that the PLC data questions are being asked to evaluate effectiveness of instruction.</p>	<p>Students will set goals with their teacher for MAP and monitor their progress/growth for winter and spring (SWP 5) (Evidence 5)</p> <p>Principal and Instructional Coach will ensure monitoring measures are in place to support high fidelity in teaching to the standards by way of formal and informal observations, classroom data, lesson plans, and standards mastery checklists. By doing this leadership will determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn</p>	<ul style="list-style-type: none"> <li>Goal setting</li> <li>Sheets-Student Data Notebooks, MAP data</li> <li>Standard mastery checklist</li> <li>lesson plan feedback form</li> <li>Progress monitoring tool of standards taught</li> </ul>	<p>\$0</p>

		and guide instructional planning. (SWP 2,3,7,8,9) (Evidence 6) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>• Eleot walkthrough tool</li> <li>• Assessment data</li> </ul>		
KCWP 2: Design and Deliver Instruction  Addressing this process will ensure that all users of assessment data use information to benefit student learning.	Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform what comes next for individual students and groups of students. T(SWP 2,8,10)(Evidence 7) (Turn Around Leadership)	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• SPAGS progress monitoring tool</li> </ul>		\$0	
KCWP 6: Establishing Learning Culture and Environment  Addressing this process will ensure culturally responsive behaviors are modeled among faculty, staff, and students.	5th grade students visit Zoneton Middle School/Discovery School in preparation for middle school. The middle school principal also visits with all 5th students prior to state assessment to explain the importance of testing and being middle school ready. Middle school coach will visit to discuss importance of MAP testing and middle school placement.(SWP 5) (evidence 8)	<ul style="list-style-type: none"> <li>• MAP</li> <li>• KPREP results</li> </ul>		\$0	

## 7: Other (optional)

## Goal 7 (State your goal):

Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## **Phase Three: OES Closing the Achievement Gap 18-19**

### **Phase Three: Closing the Achievement Gap Diagnostic**

#### **Overdale Elementary School**

Dana Brown  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America

**Last Modified: 12/11/2018**

**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.

n/a

### **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.

Overdale is situated in the middle of one of the largest subdivisions in the state of Kentucky. All of our students are within walking distance of the school. The majority of our students fall within our gap population. At present, over 60% of our students qualify for free and reduced lunch and 15 % of our students are classified as students with disabilities. During the 18-19 school year we qualified for the school wide free lunch program. With this high level of poverty within our school, we face many barriers when it comes to student learning. However; our staff, along with our FRC, is committed to breaking down those barriers and supporting families within our community. We have built in many support systems for students and families to try and eliminate as many barriers as possible. We continuously are searching for ways to support our students through personnel, quality instruction, resources(both internal and external), and strong relations with families.

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.

When looking at our two largest gap groups, in relation to the total school population, we determined that the number of proficient/distinguished students is still an area of concern and an area of improvement in both reading and math. Though gains were evidenced, there is still a significant gap between our students with disabilities and our free and reduced population compared to our overall population of students.

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

Students with Disabilities who were proficient/distinguished showed an increase in math 1.7% and also reduced the number of novice students by 6.2%. Free & Reduced lunch students who were proficient/distinguished increased 3.1% in reading and 3.6% in math.

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

Students with Disabilities -----In the area of reading there was a regression in the number of proficient/distinguished students by 8.8% and a 9.6% increase in novice students. The number of novice students increased by 12.5% in writing. Free and Reduced--In reading there was a 5.6% increase of novice students and an increase of 1.3% novice students in math.

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).*

Students who do not meet mastery of standards will meet before school in the Compass Club. The Compass Club is part of our ESS daytime waiver. Compass is a computerized program related to NWEA MAP that develops lessons according to the student's deficits. Relating to the achievement gaps, our professional development plan focused on the 5 components of literacy, power standards in ELA, and congruency of targets, standards, lessons, and assessments. (Professional Development Plan is attached at the bottom of the page.)

### **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.

KCWP 1----Due to the turnover and relative inexperience of the staff, alignment of standards to lessons, targets, and assessments was a weak process in our school. An effect of this was that vertical curriculum work was not ensured or effective when it did occur. The practice of reviewing alignment in PLCs was infrequent and inconsistent because of high turnover during the school year. KCWP 2---When looking at MTSS data, we determined that our core (tier 1) instruction was not strong enough and learning was not being monitored therefore, differentiation, reteaching, and reassessing was not consistent. The practice of teachers utilizing knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery was not being practiced to fidelity. There were also misconceptions about the most effective way to measure and monitor mastery of standards.

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.

In order to really diagnose areas of need, we spent a great deal of time collecting and assimilating data. We used academic data: (KPREP, MAP, DRA, PASS, Summative Assessment data, Learning checks, etc.) along with nonacademic data (attendance, behavior, transient numbers, years of experience of the staff, teacher turnover, etc.) to develop the Comprehensive Needs Assessment. We utilized our staff, parents, district central office personnel, ABRI liaison from the University of Louisville and our SBDM council to engage in the data analysis. We used the needs assessment questions and divided them up between all stakeholders. Through this analysis, our priority needs were determined. This process, we determined, was much more effective when stakeholders were involved in the process. In addition, the more thorough diagnosis helped determine underlying causes of under-performance. Dana Brown-principal Susan Robertson--ABRI liason Sheri Hamilton--Director of Elementary Education Tina Anderson-counselor SBDM Council--Cathy McDonald, Leslie Weihe, Bettie Hart, and Angelina Marksburly Carla Wilson-instructional coach Overdale Faculty and Staff

### III. Planning the Work

#### Gap Goals

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

\* Increase the prof./dist. % of Students with Disabilities in reading from 28.2% to 31.2% by spring 2019. \* Increase the prof./dist. % of free & reduced students in reading from 45.7% to 48.7% by spring 2019. \* Increase the prof./dist. % of Students with Disabilities in math from 25.6% to 28.6% by spring 2019. \* Increase the prof./dist. % of free & reduced students in math from 34.1% to 27.1% by spring 2019. \* Increase the prof./dist. % of Students with Disabilities in writing from 6.3% to 9.3% by spring 2019. \* Increase the prof./dist. % of free & reduced students in writing from 12.5% to 15.5% 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.

1. Highly qualified teachers will meet in vertical teams to deconstruct ELA Common core Standards and note the progression across the grade levels. In addition, they will identify gaps and level of rigor from grade to grade in cyclical reviews of curriculum in PLCs. 2. Leadership will restructure MTSS within the school by placing all students who are not in referral back in tier 1. 3. Leadership will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations and use formative and summative evidence to inform teachers what comes next for individual students and groups of students. 4. Highly qualified teachers will meet weekly in PLCs to review the alignment between standards, learning targets, and assessment measures to determine if assignment, activities, and assessments reflect the learning targets students have had the opportunity to learn in order to guide instructional planning. 5. Highly qualified teachers will participate in ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when student fail to meet mastery. 6. "Principal and Instructional coach will develop a lesson plan feedback tool to provide more focused feedback on alignment, engagement, and rigor. All highly qualified teachers will be required to provide proof that feedback was read. Checklists are also monitored for standard mastery progress for each student.

#### **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)
 OES Gap Group Spreadsheet 18-19	Achievement Gap Groups	I
 OES Measurable Goal 18-19	Closing the Gap Summary for OES 18-19	III
 OES Professional Development Plan	18-19 PD plan	II.E
 PD Plan Board Approval	PD Plan approval by the Board of Education	II.E



## **Phase Three: OES Executive Summary for Schools 18-19**

### **Phase Three: Executive Summary for Schools**

#### **Overdale Elementary School**

Dana Brown  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America

**Last Modified: 11/27/2018**

**Status: Locked**

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

Overdale Elementary School has approximately 386 students, preschool through grade 5. The student population has seen a steady decline over the last four years, due to being centered in an area that has become landlocked. We continue to have a high transient population. The original school was founded in the year 1959 and the new building was erected on the same site nine years ago. This beautiful new school is located in the city of Hillview, which resides in Northern Bullitt County. Overdale Elementary is a neighborhood school located on Overdale Drive in a suburban community. Overdale has 29 highly qualified certified staff members, including an instructional coach, school counselor, library media specialist, and principal. Four of our teachers are National Board Certified. Overdale's special areas include a full time Art, Music and Physical Education teacher. The staff also includes five special education teachers including two Learning and Behavioral Disabilities teachers, a Speech Language Pathologist, a teacher for Emotional and Behavior Disabilities and students with autism. In addition, Overdale also shares a Family Resource Center Director with another elementary school in the district. Overdale utilizes two instructional tutors, two Title One instructional assistants and one ESS instructional assistant to help close the gap for our at-risk students. There are three special education instructional assistants to help with instruction. Within the past five years, redistricting occurred in Bullitt County. Due to the redistricting, our English Learner population dips up and down from year to year. Challenges that Overdale Elementary has encountered over the last three years are a rise in transient students, issues with attendance, teacher-turnover, and an increasing population of students with disabilities. In addition, in 2018 we became a CEP school. The community is becoming more involved in the school, but there is still a need for parental involvement related to school committees, SBDM elections and overall support of school functions.

#### **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.

Racing Towards Greatness is Overdale's vision statement. Our mission is that all students will be: Ready to Learn, Achievers, Caring, Innovators, Natural Leaders and Growth Minded. We believe we can empower students by: Encouraging a strong, positive self-image; providing a comfortable, safe, and caring environment; challenging students with high expectations of high academic achievement; teaching appropriate social skills utilizing strong and innovative teaching strategies that will raise students' achievement; demonstrating dedicated leadership, modeling and promoting respect for all; believing ALL children can learn and reach their greatest potential. The mission, vision, and beliefs were developed by the staff and SBDM council. It continues to be revisited to focus our purpose and decision-making. Each morning on our broadcast, 'Mustangs in the Morning', after the United States Pledge of Allegiance, Overdale students recite the Overdale pledge: "Today, I will be responsible, respectful, and safe. I am ready to learn so that I can reach

my dreams, I am proud to be an Overdale Mustang." We train students to make good choices utilizing lesson plans and behavioral strategies supported by Positive Behavioral Interventions and Supports (PBIS). We challenge students to set academic MAP goals three times per year. From the MAP scores and common formative assessments, we create differentiated learning groups that meet daily in reading and math clinics based on those scores and multiple other sources of data. Our teachers continue to be trained in the latest "best practices" to help students to reach proficiency and increase academic growth. Teachers have had professional development in Guided Reading, Phonemic/Phonological Awareness, The Five Components of Literacy, Thinking Strategies, Trauma Informed Practices and the Workshop Model structure to improve student learning, as well as, teaching the "whole" child. These are some of the most recent areas of focused professional development for our teachers. Other interventions such as one to one and small group "conferring" and "personalized learning" are utilized by our teachers to meet individual needs. Students can participate in extra-curricular activities, such as: Academic Team, Archery, Kind Kids Club, Art Club, STLP, STEM/Energy Team, Girls on the Run, FCA and Chess.

## **ATTACHMENTS**

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

### **Notable Achievements and Areas of Improvement**

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

Currently, PBIS structures are a strength at Overdale. This past year we achieved silver status for PBIS expectations and fidelity. 100% of our students understand and can articulate behavior expectations as evidenced in our fidelity walkthrough. We have worked to increase the capacity of our staff by encouraging participation in professional learning opportunities. Over the past two years we have had teachers involved in Bellarmine Literacy Project, Personalized Learning, Thinking Focus Cohort, Kentucky Reading Project, National Writing Project, KCM, Trauma Informed Practices, and Solution Tree. We have, in both reading (from 43.0% to 45.0%) and math (from 30.9% to 33.6%), increased the number of proficient and distinguished students in our free and reduced lunch gap group. Our students with disabilities did show growth in math proficiency, from 22.4% to 25.0%. but not in reading, which was 34.7% to 27.5%. In addition, 24.6% of students increased in proficiency from 3rd grade to 4th in reading. We have currently been labeled as a TSI school for failing to show growth among our students with disabilities. Our current population of students with disabilities is 15%, with 12% of those being in an assessed grade. Since we are a Title One school with approximately 60% of our students receiving free or reduced lunch, we have large GAP groups. In the area of writing, we had no distinguished within the last two years as well as low proficiency numbers. Our goal is to raise the proficient/distinguished level of all students in the area of writing from 17.7% to 20.7% by spring 2019. For our students with disabilities, our goal is to raise the proficient/distinguished level in writing from 6.3% to 9.3% by spring 2019. Due to having a young, inexperienced staff, our focus over the next three years is to build capacity and a strong knowledge base with them. In order to do so, we will focus on professional learning in deconstruction of standards, best practices in writing instruction, and multi-tiered systems of support in the classroom. Our work with Solution Tree will help refine the PLC process, build strong facilitators, and strengthen the structure of the learning community.

## **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.

Overdale is a neighborhood community school with parental support. Through the efforts of our Family Resource Center, we have continued a program called WATCHDOGS. The fathers of our students volunteer and provide an extra pair of hands in many classrooms. They bring a sense of pride to our students when they volunteer. Our volunteer program continues to benefit our students here at Overdale. We have a very active PTO who supports our students and staff by raising funds to provide instructional materials, technology, and to improve our school grounds. The PTO provided rubber mulch for our playground which is very efficient and attractive. In addition, they purchased the fencing that surrounds our playground to further ensure the safety of our students. They also maintain the beautification of it throughout the year. In addition, we had over 6,351 volunteer hours donated to our school last year. Overdale also likes to celebrate success, so once a month, we have a celebration where students are recognized for attendance, and efforts both academically and behaviorally. At this time, we also identify a student for "Mustang of the Month" in each class. This recognition is for good character and leadership. Each day on our morning broadcast, "Mustangs in the Morning," we recognize students who are respectful, responsible and safe. These students receive winning tickets. In addition, we draw Winning Ticket winners at the end of each week. Another area worthy of recognition is our Energy Team and Recycling Program. Our students are involved in recycling each day and we have been awarded the Energy Star Award. Overdale also provides educational assistance outside the school year. Through the efforts of our Family Resource Center Director, Overdale has offered a Summer Program for the past two years that provides educational activities. New this year, is our work with Trauma Informed practices. Overdale has a calm corner where students can spend time learning to self-regulate when they are in need. Many of our classrooms also have designated areas for this as well. Overdale has created sensory baskets that gives students the opportunity to decompress and de-escalate so that they can be successful within the classroom. We have a significant transient student population. 19.5% of our student population moved in and out of the school within last school year. We border the Jefferson County line and have students that move back and forth during the year. This affects instruction and consistency with the students.

## **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**CSIP Phase II: OES KDE Title I Annual Review\_10172017\_11:58**

**CSIP Phase II: KDE Title I Annual Review**

**Overdale Elementary School**

Dana Brown  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America

**Last Modified: 12/11/2018**

**Status: Locked**

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## CSIP Phase II: KDE Title I Annual Review

### Title I Annual Review

#### 1. Comprehensive Needs Assessment

**Rationale:** A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

**Guiding Questions:**

*Which data sources did the school use to conduct its Needs Assessment?*

*What needs did the data identify?*

*What specific grade levels and/or content areas were identified as priority?*

*What achievement gaps were identified?*

*Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?*

*Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?*

The school used academic data: (KPREP, MAP, Program Review, etc.) along with nonacademic data (attendance, TELL survey, etc.) to develop the Comprehensive Needs Assessment. The analyzed data identified the school's priority need in the areas of social studies and language mechanics. In addition, kindergarten readiness was identified as a need. Identified achievement gaps were in the subgroups of: non-duplicated gap and students with disabilities. Title one funds are used to supplement the salary of our Read to Achieve teacher and to pay the salary of one classroom teacher. Our Read to Achieve teacher services our kindergarten students who enter school lacking readiness skills. The salary of the classroom teacher allows lower teacher to student ratio among all grade levels. The kindergarten students serviced by the Read to Achieve teacher are currently on grade level.

### **ATTACHMENTS**

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

#### 2. Schoolwide Reform Strategies

**Rationale:** Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

**Guiding Questions:**

*Was the schoolwide plan implemented as written?*

*Which goal(s) from the CSIP address Schoolwide Reform Strategies?*

*How is Title I funding being directed to address the goal?*

*How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?*

*Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?*

*Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?*

The schoolwide plan was implemented as written. The goals from the CSIP that address the Schoolwide Reform Strategies are to increase the averaged combined reading and math K-Prep scores for elementary students from 56.9% to 75.3% in 2019, and to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group

from 47.3% to 72.3% in 2019. Title one funds are used to supplement the salary of our Read to Achieve teacher and to pay the salary of one classroom teacher. Strategies were selected based upon research based best practices in reading, math and writing, as well as formative and summative assessment that was aligned to content standards. While the majority of our Title One funding goes to staffing, we use \$600 for literacy and math nights. At this time we feel we need to review our use of Title One funds because current data does not support that the resources were effective in increasing student achievement.

### **ATTACHMENTS**

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

#### 3. Professional Development

**Rationale:** Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

**Guiding Questions:**

*What measures were used to determine the school's professional development needs?*

*How was the professional development tied to the school's identified need?*

*Did the professional development improve instruction based on a thorough review of student achievement data?*

*How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?*

State measures from KPREP data, PLC conversations and observations were used to determine the school's professional development needs. Professional development was tied to strategies for increasing engagement in social studies and language mechanics. Professional development did improve language mechanics as evidenced by data. Social studies scores did not indicate improvement. The district offers teacher planning days for all stakeholders can be involved in professional learning.

### **ATTACHMENTS**

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

#### 4. Family Engagement

**Rationale:** Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

**Guiding Questions:**

*How much Title I money was spent on family engagement?*

*What kind of programs, activities, and procedures were planned?*

*What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?*

Currently, \$600 is spent on family engagement through literacy and math nights. After looking at data on the effectiveness of our family engagement activities we are changing the structure of these activities to become more engaging for students and families.

### **ATTACHMENTS**

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



#### 5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

**Rationale:** An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

**Guiding Questions:**

*How did school and district administrators collaborate through funded programs such as Head Start?*

*What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?*

*How effective were these strategies?*

*How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?*

To help with the transition from preschool to kindergarten our FRC coordinator conducts home visits, the district hosts Kindergarten Kickoff, our staff sends kindergarten letters, our staff hosts a Kindergarten Open House and our special education staff holds transition meetings for their students. To support our fifth graders going into middle school, they attend a "moving up" day to familiarize themselves with the facility, the middle school principal and instructional coach come to meet our students, the middle school holds a camp in the summer for students to go through a mock schedule, enroll in extra-curricular activities, etc. and special education teachers hold transition meetings on their students. The strategies are very powerful for our students and create a smooth transition to relieve anxiety in our students.

### **ATTACHMENTS**

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

#### 6. Measures used to include teachers in decisions

**Rationale:** Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

**Guiding Questions:**

*How were all teachers included in the selection of academic assessments?*

*How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?*

Teachers create their own formative and summative assessments. They also use DRA, MAP data, etc. to guide instruction. Teachers analyze their assessment data to determine next steps for student groupings and growth.

### **ATTACHMENTS**

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

#### 7. Activities used to ensure students met Kentucky Academic Standards

**Rationale:** Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

**Guiding Questions:**

*How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?*

*How were students and their needs identified for assistance?*

*How did teachers and paraeducators collaborate for planning and instruction?*

*How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly*

*for effectiveness?*

*Which activities were deemed successful and which ones are in need of change?*

Based on formative data, teachers were providing intervention to students who were not meeting the state standards. Teachers were utilizing a mastery of standards checklist to determine whether students were in danger of non-mastery. From this data, groups were established and support provided. Data results were discussed at PLC meetings weekly and the instructional coach was involved in the planning for next steps as well. Data was brought to PLC's regularly and next steps planned based on student achievement. Lesson plans and instruction were monitored by the principal and support provided by the instructional coach. It was determined that spiral review and formative assessments were key in determining mastery of standards in social studies and language. The utilization of more explicit language instruction embedded within the writing workshop aided in students achievement. It was determined that more materials and training were needed for staff in the area of language instruction/best practices. Social studies instruction was found to be lacking due to the absence of a school-wide social studies standard alignment/pacing. Students were not experiencing enough social studies instruction prior to their intermediate experiences.

## **ATTACHMENTS**

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

### **8. Coordination and integration of programs**

**Rationale:** A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

#### **Guiding Questions:**

*Which federal, state, and local funds were made available to the school?*

*How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?*

*What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?*

Funds made available to the school were Title One, ESS, RTA grant, textbook funds, professional development funds and site based decision making funds. We utilized the Title One funds for staff to provide an additional interventionist and instructional resources. ESS funds are used to pay a part time classified interventionist and provide after school support. The RTA grant funds our Read to Achieve teacher plus one kindergarten teacher's training in CIM strategies. Textbook funds are used to purchase instructional resources which were to support guided reading in early primary and our focus areas. SBDM funds are utilized to support the managing costs so that all other funding can be devoted to student achievement. Title One funds are utilized to pay for a classroom teacher's salary so we can then pay for an additional interventionist.

## **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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# **2018 KDE Continuous Improvement Diagnostic\_09272017\_16:17**

## **KDE Continuous Improvement Diagnostic**

### **Pleasant Grove Elementary School**

Beau Johnston

6415 Hwy 44 E

Mount Washington, Kentucky, 40047

United States of America

**Last Modified: 12/05/2018**

**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:

Christy Wallace, Instructional Coach Beau Johnston, Assistant Principal Sandy Crumbacker, SBDM Teacher Representative Noel Parrish, SBDM Teacher Representative Amy Fluhr, SBDM Teacher Representative

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

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

The planning team identified Relationship Building, Advocacy, and Learning Opportunities as overall strengths.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

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

The planning team identified Communication, Decision Making, and Community Partnerships as critical areas for improvement.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

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

Communication: A school-wide parent survey will be given by April 30, 2018, to gather parent input about school-wide discipline, academics, and school culture. Decision Making: The planning team will develop a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. Community Partnerships: The planning team will plan an event where a team of community/business members will be invited to tour classrooms to observe personalized learning efforts.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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



## Part II

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

According to the results of the TELL survey indicates only 55.9% staff believe teachers have an appropriate level of influence on decision making in this school. Teachers will participate in instructional decision making through weekly PLC's. Teachers will report instructional decisions made via weekly PLC Agenda/Minutes. The percent teachers who believe they have an appropriate level of influence on decision making will mirror state and district results.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

### **Part III**

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

All staff will participate in an in-depth analysis of student performance data to determine areas of strength and needed areas of improvement. Next steps will be developed by teams of teachers across all grade-levels/areas which will be included in the CSIP. Once the draft is complete, all staff will have an opportunity to review and recommend revisions to the ABRI team. Once the revisions have been made. The ABRI team will present the CSIP to the SBDM for final approval and submission.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**Phase Two: 2019 The Needs Assessment for Schools\_10172018\_12:27**

**Phase Two: The Needs Assessment for Schools**

**Pleasant Grove Elementary School**

Beau Johnston  
6415 Hwy 44 E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 11/13/2018**

**Status: Locked**

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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?

The process for reviewing, analyzing, and applying data results is an ongoing process throughout the school year. Each week, PLC teams meet with Erica Harbin, Instructional Coach, to discuss team needs and data, focusing on next steps based on informal and formal assessment results. Monthly, each grade level PLC meets with the RTI team to discuss student progress and needs, moving students between the RTI Tiers based on assessment data, teacher and teacher input. The RTI team consists of the Certified Instructional Tutor, Erica Harbin, Beau Johnston (principal), Stacy Coogle (Behavioral Consultant), Mia Thomas (School Psychologist), Denise Bullock (MAF Grant), Ann Simms (Classified Instructional Tutor), and our ESS Daytime Waiver Coordinator. These RTI PLC's also look at MAP scores after each of the three assessment windows. Monthly, Susan Robertson meets with the ABRI Committee, which is comprised of school administration and staff member from each grade level team. ABRI meets to discuss progress toward yearly goals in the targeted areas for academic growth, also analyzing MAP scores and discussing trends and needs within each grade level. These committee meetings take place on Bullitt Days and minutes are documented and available within the school google drive folder for all staff to access. Following each committee meeting, time is allotted for each committee to share out their discussion from the day to allow for questions and greater input and knowledge of each committee's actions. Each fall, the PGE leadership team (principal, instructional coach, counselor) analyze state test scores and present this information to staff. As data is available, the principal presents it to the SBDM. MAP results (percentage of student on grade level, percentage of students below grade level) are presented to the council after each assessment window and state test results are presented each fall. In order to gather further stakeholder input, sessions to discuss school improvement are provided at times and locations convenient to stakeholders.

### **ATTACHMENTS**

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



## Current State

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

### Example of Current Academic State:

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

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- \*PGE scored 82.5 on the Proficiency Indicator compared to the benchmark set at 60.5. The district score is 68.9 and state score is 70.5. \*PGE reading index = 79.3 compared to the district score of 70 and state of 71.9 \*62.6% of tested kids at PGE scored proficiency/distinguished in reading, an increase from 54.8 in 16-17 \*PGE Math index = 85.6 compared to the district score of 67.8 and state of 69.1 \*68.2% of students scored proficient/distinguished in math up from 55.4% in 16-17
- \*PGE scored 69.7 on the Separate Academic Indicator compared to the benchmark set at 52.6
- \*PGE Science Index is 62.5 compared to the district 56 and state 58.7 \*PGE scored 35.7% in proficient/distinguished in science compared to 27% district and 30.9% state \*PGE Social Studies Index = 83 compared to 66.2 for the district and 72.6 for the state \*PGE had 64.1% of students score proficient/distinguished in social studies while the district was 44.9% and the state scored 53% P/D \*PGE writing Index = 63.5 compared to 57.3 and the state score of 63 \*PGE had 42.7% Proficient/Distinguished in writing while the district and state were 33.5% and 37.5 respectively
- \*PGE Growth Indicator = 16.5 compared to the benchmark set at 19.3 for the district and 17.1 for the state \*PGE Reading Growth Index = 19.0 compared the the district score of 19.3 and state score of 19.7 \*PGE Math Growth Index = 14.0 compared to the district score of 13.7 and state score of 14.5 \*PGE saw a decrease in overall reading novice from 22% in 16-17 to 17% in 17-18
- \*PGE saw a 12% decrease in overall math novice from 22% in 16-17 to 10% in 17-18
- \*Non Academic Current State: Teacher attendance 92%, Behavior referrals increased from 16-17 to 17-18

## ATTACHMENTS

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

## Priorities/Concerns

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

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

\*58% of students with disabilities scored Novice in reading (20% higher than state averages and 10% higher than district) \*28% of free/reduced lunch students are novice in reading, which is above the state average \*6% of students with disabilities score Distinguished in reading, which is much lower than the state average \*Free/Reduced students reading index = 63.5 which is much lower than the school index for reading \*22.2% of 3rd graders scored novice

## **ATTACHMENTS**

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

## Trends

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

\*Reading novice remains below state averages and P/D is highest in a 3 year period \*Math Novice remains below state averages, P/D highest in 3 year period \*Writing remains constant, but the P/D writers are above district and state averages \*F/R reading novice is higher than state average \*F/R reading P/D is higher than state and district \*F/R math significantly lower in novice than state and district, P/D higher than state and district \*F/R Writing novice much higher than state and district, but slightly down from last 2 years. \*F/R Writing P/D went down the last two years and remains lower than state and district \*SWD reading novice risen significantly last 3 years, well above state \*SWD reading P/D steadily declined - below state \*SWD math novice has consistently gone down last 3 years \*SWD math P/D highest in 3 year period - higher than district and state

## **ATTACHMENTS**

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

## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

PGE will focus its resources and efforts on KCWP 2, ensuring that the delivery of core instruction is strong and meets the standards for each content area while ensuring that students have opportunities to actively engage in lessons.

## **ATTACHMENTS**

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

## Strengths/Leverages

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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%.

\*62.6% of all students tested in reading are proficient/distinguished \*68.2% of all students tested in math are proficient/distinguished \*57.3% of 3rd graders are proficient/distinguished in reading compared to 50.8% in the district and 52.3% state \*65.8% of 3rd graders are proficient/distinguished in math compared to 48.9% and 47.3% district and state respectively \*63.9% of 4th graders are proficient/distinguished in reading compared to 52.3% in the district and 53.7% state \*67.4% of 4th graders are proficient/distinguished in math compared to 42.3% and 47.2% district and state respectively \*66.7% of 5th graders are proficient/distinguished in math compared to 57.8% in the district and 57.9% in the state \*72.7% of 5th graders are proficient/distinguished in math compared to 52.5% and 52% district and state respectively

## **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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