

KDE Continuous Improvement Diagnostic_09282017_10:03

KDE Continuous Improvement Diagnostic

Old Mill Elementary School

Leslie McIntosh
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Target Completion Date: 09/28/2017

Last Modified: 08/01/2018

Status: Locked

TABLE OF CONTENTS

Part I 3

Part II 5

Part III 6

ATTACHMENT SUMMARY 7

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:

Les McIntosh, Principal; Richard Cox, Instructional Coach; Karen Brown, Teacher and SBDM Council Member; Becky Wise, Parent; Leigh Ann Lowery, Family Resource Center Coordinator.

COMMENTS

Please enter your comments below.

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

1. Relationship building among staff, students, and parents. 2. Multiple two way communications between home and school. 3. Wide range of learning opportunities for students with individual needs from gifted/talented students to general education to special education. Increased use of technology,

COMMENTS

Please enter your comments below.

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

1. Decision making. Need more parent involvement to help with parent buy-in to the best practices instruction that we attempt to provide. 2. Provide more personalized learning opportunities. 3. Improve communication of student learning to parents.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

1. Develop improved parent survey system to get more parents involved in providing feedback. 2. Provide professional learning for staff and parents to understand learning best practices such as personalized learning. 3. Develop an Old Mill handbook for parents to better understand standards based grading, use of student data notebooks.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.
1. Differentiating professional learning opportunities for teachers to give them more voice beyond what the school and district requires giving teachers more flexibility. 2. Teachers would like more access to the library. Library is a special area with instructional responsibilities. Have provided two blocks of open library this year. 3. Cleanliness of building: New staff, have provided more training, purchasing additional equipment, monitoring.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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Part III

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

School has an Instructional Leadership Team composed of teachers, instructional tutors, counselor, family resource center coordinator, instructional coach, and principal. It meets monthly on Bullitt Day/Teacher Planning Day. The ILT will monitor progress on the plans listed above, along with other instructional and behavior items for which it is responsible.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_10302018_07:45

Phase Two: The Needs Assessment for Schools

Old Mill Elementary School

Leslie McIntosh
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/16/2018

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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3

Protocol 4

Current State 5

Priorities/Concerns 6

Trends 7

Potential Source of Problem..... 8

Strengths/Leverages 9

ATTACHMENT SUMMARY..... 10

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?

Good schools are built on collaborative culture. At Old Mill, various stakeholder groups meet to discuss, plan and implement continuous improvement. These groups meet regularly. Our SBDM Council (Les McIntosh, Keith Higgins, Casey Lewis, Karen Brown, Elizabeth Etienne, Brandi Forman, Kim Wise) meets once monthly, Our Instructional Leadership Team (Susan Robertson – ABRI, University of Louisville, Les McIntosh, Richard Cox, Kim Bleemel, Patricia Stevens, Rachel Ellis, Amanda O'Bryan, Amanda Gentry, Brandi Forman, Michele Grey, Nicki Vormbrock, Amanda Van Epps, Rebecca Hodges) meet once a month. Agendas, minutes and data are reviewed regularly to ensure action steps are being taken.

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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.

Old Mill remains committed to maximizing student and school success, with specific areas of strengths and areas of improvement. Among all students, students scoring Novice in reading has been reduced from 15.6% to 12.2% over the course of one academic year, well below the rate of Novice for the state (20.3% in 2018). Rates of Novice consistently remain below the state average. Students scoring Proficient or Distinguished in reading increased slightly from 2017 to 62.6%, well above the state percentage of 54.6%. Students scoring Novice in mathematics in 2018 is down slightly from 11.8% to 11.7%, below a trend high of 15.1% in 2016 and below the state percentage of 18.9%. Those scoring Proficient or Distinguished in mathematics increased from 44.5% to 47.4% over the course of one academic year. Old Mill's rate of Proficient/Distinguished is about the same as the state average (48.8%). Old Mill's rate of Novice in writing has increased steadily over the course of four years, rising from an impressive low of 2.6% in 2015 to a trend high of 14.3% in 2018. While still below the state average of 18.2%, addressing students' needs and leveraging strengths in writing remains an area of improvement moving forward. Additionally, the rate of students scoring Proficient or Distinguished in writing has declined from a 2015 high of 65.8% to a trend low of 49.4%. While higher than the latest state average of 40.5%, increasing the number of students scoring in these highest categories remains an area of potential growth. Among Free/Reduced lunch students, those scoring Novice reading decrease from 22.4% to 20.8% over the course of one academic year. Scores in the Proficient or Distinguished categories have flatlined, though remain high and above the state average (Old Mill's 50.0%-46.6%-50.0%-50.6% trend versus the state's 44.1%-46.5%-45.1%-45.7% trend). 22.1% of students receiving free/reduced lunch performed at the Novice level in mathematics, with 31.2% scoring Proficient or Distinguished. Writing scores within this population of students reflect the same trends as the larger population of all students – high Novice (18.5% currently) and lower than expected Proficient/Distinguished (48.1% currently). Students with disabilities performed at the Novice rate in both reading and mathematics more frequently than their peers (30.3% in reading, 37.8% in math). Additionally, they scored lower in writing than their peers. This vulnerable population is an area of improvement and growth – we must do better to meet the needs of students with disabilities. Behavior referrals are well below the national average and attendance is strong and consistent. With a strong focus on engagement with community resources like the Family Resource Center, PTO, and commitment to PBIS structures and processes, Old Mill works hard to make the experience of all stakeholders productive and positive.

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.

Improving academic outcomes for students with disabilities remains a top priority for Old Mill and all stakeholders are committed to this priority. Our population of students with disabilities serves as the focus of our Targeted Support and Improvement (TSI) plan. Students with disabilities performed at the Novice rate in both reading and mathematics more frequently than their peers (30.3% in reading, 37.8% in math). Additionally, they scored lower in writing than their peers. This vulnerable population is an area of improvement and growth – we must do better to meet the needs of students with disabilities.

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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?

Old Mill remains committed to maximizing student and school success, with specific areas of strengths and areas of improvement. Among all students, students scoring Novice in reading has been reduced from 15.6% to 12.2% over the course of one academic year, well below the rate of Novice for the state (20.3% in 2018). Rates of Novice consistently remain below the state average. Students scoring Proficient or Distinguished in reading increased slightly from 2017 to 62.6%, well above the state percentage of 54.6%. Students scoring Novice in mathematics in 2018 is down slightly from 11.8% to 11.7%, below a trend high of 15.1% in 2016 and below the state percentage of 18.9%. Those scoring Proficient or Distinguished in mathematics increased from 44.5% to 47.4% over the course of one academic year. Old Mill's rate of Proficient/Distinguished is about the same as the state average (48.8%). Old Mill's rate of Novice in writing has increased steadily over the course of four years, rising from an impressive low of 2.6% in 2015 to a trend high of 14.3% in 2018. While still below the state average of 18.2%, addressing students' needs and leveraging strengths in writing remains an area of improvement moving forward. Additionally, the rate of students scoring Proficient or Distinguished in writing has declined from a 2015 high of 65.8% to a trend low of 49.4%. While higher than the latest state average of 40.5%, increasing the number of students scoring in these highest categories remains an area of potential growth. Among Free/Reduced lunch students, those scoring Novice reading decrease from 22.4% to 20.8% over the course of one academic year. Scores in the Proficient or Distinguished categories have flatlined, though remain high and above the state average (Old Mill's 50.0%-46.6%-50.0%-50.6% trend versus the state's 44.1%-46.5%-45.1%-45.7% trend). 22.1% of students receiving free/reduced lunch performed at the Novice level in mathematics, with 31.2% scoring Proficient or Distinguished. Writing scores within this population of students reflect the same trends as the larger population of all students – high Novice (18.5% currently) and lower than expected Proficient/Distinguished (48.1% currently). Students with disabilities performed at the Novice rate in both reading and mathematics more frequently than their peers (30.3% in reading, 37.8% in math). Additionally, they scored lower in writing than their peers. This vulnerable population is an area of improvement and growth – we must do better to meet the needs of students with disabilities. Behavior referrals are well below the national average and attendance is strong and consistent. With a strong focus on engagement with community resources like the Family Resource Center, PTO, and commitment to PBIS structures and processes, Old Mill works hard to make the experience of all stakeholders productive and positive.

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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

Old Mill will focus resources and efforts on two key core work processes to produce the desired change: Design and Deliver Instruction; and, Design, Align and Deliver Support Processes. We will work to ensure the systems and processes in place for Tier 1 instruction meet the intent of adopted standards by focusing on refining our assessment strategies (i.e. common formative assessments), support collaborative opportunities in the service of all students (i.e. vertical planning), and monitor learning before, during and after instruction (i.e. coaching cycles with Instructional Coach and solution-focused, formative Principal walkthroughs). These strategies will ensure that Tier 1 instruction is highly effective, culturally responsive, and evidence-based, meeting the needs of all students and providing all students with access to grade level or higher curricula. At Old Mill, all stakeholders play an important role in the continuous improvement of our school. Through a refinement of our design and alignment of support services, we will continue to focus on DuFour's four critical questions as we ensure behavioral and academic interventions are taking place and are monitored, data is reviewed regularly with next steps clearly defined and resources are aligned to needs in order to make all systems work together. To do this, we will focus on the pivotal role PLCs play in our school culture. Teachers will become better versed at accessing resources (like What Works Clearinghouse) to better support all students. Additionally, community stakeholders will be invited to engage and interact with school data through opportunities at SBDM meetings, leadership team meetings, PTO gatherings, and community events.

ATTACHMENTS

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Strengths/Leverages

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

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

Among all students, we continue to focus on novice reduction and elimination through a process of naming students and specific personalized plan development. These informal and informal plans focus on the entire experience of the child and all stakeholders – counselor, Family Resource Center Coordinator, school leadership, teachers, support staff, parents/guardians and the student his or herself – are involved in seeking solutions to academic and behavior concerns.

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: School Assurances_10292018_19:08

Phase Two: School Assurances

Old Mill Elementary School

Leslie McIntosh
11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 10/30/2018

Status: Locked

TABLE OF CONTENTS

Introduction..... 3

School Assurances..... 4

ATTACHMENT SUMMARY..... 9

Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The preschool teacher and a kindergarten teacher met with the parents of each preschool student transitioning into kindergarten for the 2018-19 school year during April and May conferences/ARC meetings. The preschool teacher and kindergarten teachers planned and executed a day for the new incoming kindergarten students to visit in the classroom of the new kindergarten teacher. Also, the new incoming kindergarten students were invited to participate in the Metro United Way Summer Kindergarten Prep Camp that was held for 10 three hour instructional days during the last 2 weeks of July 2018.

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

Old Mill is not a Title I school.

ATTACHMENTS

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

Comprehensive Needs Assessment

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

Old Mill is not a Title I school.

ATTACHMENTS

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

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Based on our needs assessment in our primary literacy program, our grades K-2 ELA teachers participated in a Balanced Literacy training with Susan Robertson of ABRI to work on alignment of our curriculum with the KCAS, best practices in instructional strategies, and development of lessons for the first month of school. Other professional learning included two fifth grade math teachers attending a multi-day math workshop in Frankfort provided by the KY Council on Mathematics. The focus on the training was improving teacher instruction with number sense and problem solving. The fourth grade teachers participated in professional learning focused on project based learning with math and literacy embedded. Third grade teachers participated in literacy instruction professional learning to flesh out their curriculum using multiple sources of curriculum aligned with the KCAS and surveying the multiple literacy resources in our book room to weed out resources that are no longer applicable to current standards. A group of teachers with representatives from both general education and special education attended a six hour workshop at OVEC in June to increase our knowledge of PBIS best practices and how we as a school can improve our climate and culture to help all students feel more included and to help teachers develop strategies to better meet the learning, behavior, social, and emotional needs of all students and especially our at-risk students some of whom have experienced different types of trauma. Our counselor and two classroom teachers attended a summer workshop on Trauma Informed Care for students that have experienced different types of trauma that negatively impacts their progress in school.

ATTACHMENTS

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Instructional Strategies

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS**ATTACHMENTS**

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

Targeted Assistance Activities

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

- ☒ Yes
- ☐ 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

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

Parent and Family Engagement

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

Old Mill includes a Parent Compact in our beginning of school packet that all parents are encouraged to sign agreeing to support their child in the year's learning journey. This is discussed by teachers at Open House at the beginning of school as a part of developing relationships between the classroom and home. We do not have a formal Parent and Family Engagement Policy.

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

All teachers at Old Mill are highly qualified. Our long term substitute teacher was a retired teacher. Therefore, no notifications were required.

ATTACHMENTS

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

Title I Application

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

Old Mill is not a Title I school.

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

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

Paraeducator Non-Instructional Duties

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

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

Instructional assistants support the certified teacher in providing one on one and small group instruction. Clerical duties occur on Bullitt Days and during teacher planning periods when the assistants are not needed to accompany the students to special area classes. The one structured non-instructional duty for preschool, kindergarten, and MSD instructional assistants is providing direct assistance during meal time for students as needed. Also, direct assistance is provided by assistants for student restroom needs when needed.

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)
 Example ILP - Target Assistance Activities	This is an example Individual Learning Plan used to help ensure all students have access to grade level or higher curricula.	6

Phase Two: School Safety Report_10172018_12:07

Phase Two: School Safety Report

Old Mill Elementary School

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11540 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 10/17/2018

Status: Locked

TABLE OF CONTENTS

School Safety Diagnostic for Schools 3

Questions Related to the Adoption and Implementation of the Emergency Plan..... 4

ATTACHMENT SUMMARY..... 6

Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

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

Yes

ATTACHMENTS

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

ATTACHMENTS

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

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

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

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

Yes. Sept 27, 2018

ATTACHMENTS

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

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

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

Please provide the date the school completed this discussion.

Yes. August 7, 2018; 8:30 - 11:30 a.m.

ATTACHMENTS

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

7. During the first 30 instructional days of the 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

ATTACHMENTS

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

8. During the month of January during the 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

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 Three: Comprehensive Improvement Plan for Schools_11162018_13:38

Phase Three: Comprehensive Improvement Plan for Schools

Old Mill Elementary School

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Last Modified: 01/03/2019

Status: Open

TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools 3

ATTACHMENT SUMMARY..... 4

Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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

See attachment.

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)
 OMES 2019 CSIP Goal Builder	Comprehensive School Improvement Plan	

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 gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic and 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 organization needs 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 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 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
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the combined (reading and math) percentage of proficient/distinguished students from 55.0% to 61.0%, as measured by KPREP by 202

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 activities, the person of the activity or activity of the activity or activity
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1 - Increase the reading percentage of proficient/distinguished students, as measured by KPREP from 62.6% to 64.6% Spring 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	Teachers will implement the district-provided ELA pacing guide - ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-5.	Administrator will monitor curricular delivery and engagement through Eleot walkthroughs and evaluative observations. Instructional Coach will support teachers through non-evaluative, student-centered coaching cycles, (monitored through coaching log) with critical feedback and follow-up. BCPS Certified Evaluation Plan	Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will provide supportive work with teachers monitoring log that will be the Administrator in week Administrator and/or instructional coach will monitor teaching plans and provide feedback

		Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction. Bellarmine Literacy Project - ensures ongoing professional development in the area of best practice/high yield instructional strategies.	Instructional Coach will monitor ELA Common Formative assessments through PLC/Solution Tree process and student-centered coaching cycles. Administrator will monitor curricular delivery through Eleot walkthroughs and evaluative observations. Non-evaluative Instructional Coach student-centered coaching cycles, monitored through coaching log, with critical feedback and follow-up.	Instructional coach will r PLC's weekly to monitor progress with student lea addressed including usin; inform instruction. Administrator will meet , least twice monthly to su process. Administrator will track , data for each teacher to n on-going progress. Durin conversations and format conferencing, strengths a growth will be addressed feedback. Evaluative tea will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea monitoring log that will t the Administrator in wee Administrator will track , data for each teacher to n on-going progress. Durin conversations and format conferencing, strengths a growth will be addressed feedback. Evaluative tea will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea
		Thinking Focus - ensures that curricular delivery and assessment measures meet the learning needs for all students.	Administrator will monitor curricular delivery through Eleot walkthroughs and evaluative observations. Non-evaluative Instructional Coach student-centered coaching cycles, monitored through coaching log, with critical feedback and follow-up.	Administrator will track , data for each teacher to n on-going progress. Durin conversations and format conferencing, strengths a growth will be addressed feedback. Evaluative tea will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea

			monitoring log that will t the Administrator in wee
	Creating Koalified Leaders and Innovators evening program for students and families--literacy, math, STEAM, Genius Hour passion projects - ensures all stakeholders are well informed of our PBIS-based, student-centered, innovation-focused curriculum plan.	Student and Parent survey to solicit feedback on effectiveness of our CKL&I program.	During the second semes administrator, instruction teachers will analyze data and parent surveys in PL determine effectiveness c program and use that dat our continuing program i changes where applicabl
KCWP 4: Review, Analyze and Apply Data Results *Addressing this process will ensure assessments are high quality and	Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction.	PLC agendas and products, data analysis, development of lessons based on data analysis.	Instructional coach will r PLC's weekly to monitor progress with student lea addressed including usin inform instruction. Administrator will meet least twice monthly to su process.
	Solution Tree PLC training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led, data driven and student centered.	PLC agendas and products, data analysis, development of lessons based on data analysis	Initial training by instruc in Sept 2018 with suppor instructional coach and a throughout school year d PLC meetings.
	Common Formative Assessments with developed assessment protocols for delivery and analysis of data.	Monitoring of student mastery of standards through an analysis tool discussed and collected for feedback and review, development of recovery/intervention	Teachers, administrator, instructional coach will n student mastery of standæ during weekly PLC meet discussions with teachers

			groups based upon data.	
Objective 2 - Increase the math percentage of proficient/distinguished students, as measured by KPREP from 45.2% to 47.2% Spring 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	Teachers will implement the district-provided math pacing guide - ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-5.	Administrator will monitor curricular delivery and engagement through Eleot walkthroughs and evaluative observations. Instructional Coach will support teachers through non-evaluative, student-centered coaching cycles, (monitored through coaching log) with critical feedback and follow-up. BCPS Certified Evaluation Plan	Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teachers monitoring log that will be the Administrator in week Administrator and/or instructional coach will monitor teaching plans and provide feedback
		Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction.	Instructional Coach will monitor math Common Formative assessments through PLC/Solution Tree process and student-centered coaching cycles.	Instructional coach will monitor PLC's weekly to monitor progress with student learning addressed including using inform instruction. Administrator will meet at least twice monthly to support process.
		Kentucky Center for Mathematics - ensures ongoing professional development in the area of best practice/high yield instructional strategies.	Administrator will monitor curricular delivery through Eleot walkthroughs and evaluative observations. Non-evaluative Instructional Coach	Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching

			student-centered coaching cycles, monitored through coaching log, with critical feedback and follow-up.	will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea monitoring log that will t the administrator in week
		Thinking Focus - ensures that curricular delivery and assessment measures provides for all needs for students.	Administrator will monitor curricular delivery through Eleot walkthroughs and evaluative observations. Non-evaluative Instructional Coach student-centered coaching cycles, monitored through coaching log, with critical feedback and follow-up.	Administrator will track data for each teacher to n on-going progress. Durin conversations and format conferencing, strengths a growth will be addressed feedback. Evaluative tea will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea monitoring log that will t the administrator in week
		Creating Koalified Leaders and Innovators evening program for students and families--literacy, math, STEAM, Genius Hour passion projects - ensures all stakeholders are well informed of our PBIS-based, student-centered, innovation-focused curriculum plan.	Parent survey to solicit feedback on effectiveness of our CKL&I program.	During the second semes administrator, instruction teachers will analyze data and parent surveys in PL determine effectiveness c program and use that dat our continuing program r changes where applicable
	KCWP 4: Review, Analyze and Apply Data Results *Addressing this process will ensure assessments are high	Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in	PLC agendas and products, data analysis, development of lessons based on data analysis	Instructional coach will r PLC's weekly to monitor progress with student lea addressed including usin inform instruction.

		service of students receiving best practice instruction.	Administrator will meet at least twice monthly to support PLC process.
		Solution Tree PLC training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led, data driven and student centered.	Initial training by instructional coach in Sept 2018 with support throughout school year during meetings.
		Common Formative Assessments with developed assessment protocols for delivery and analysis of data.	Teachers, administrator, instructional coach will meet during weekly PLC meetings to discuss with teachers
			Monitoring of student mastery of standards through an analysis tool collected and reviewed, development of recovery/intervention groups based upon data.

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator overall from 42.27% to 48.27%, as measured by KPREP, by 2021.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
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Objective 1 - Writing - For all students, increase the percentage of proficient/distinguished students as measured by KPREP from 49.4% to 51.4% by Spring 2019. - For students with disabilities, increase the percentage of proficient/distinguished students as measured by KPREP from 33.3% to 35.3% by Spring 2019.	KCWP 1: Design and Deploy Standards *Addressing this process helps ensure a guaranteed and viable paced writing curriculum based on state standards that support instruction and assessment for all students K-12.	Development and implementation of a systematic writing plan focusing on the three goals: Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes; A variety of language resources are embedded within writing instruction; A variety of technological tools are used in the writing process.	Monitoring of implementation through PLC discussion, agendas and monitoring of 4 essential questions, lesson plans, classroom observations.	Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teachers monitoring log that will track the administrator in week 1 Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teachers monitoring log that will track the administrator in week 1
		Vertical and horizontal curriculum mapping by our district and implemented by highly qualified teachers.	Monitoring of implementation through PLC discussion, agendas and monitoring of 4 essential questions.	Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teachers monitoring log that will track the administrator in week 1

	KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that writing data is monitored and evaluated to inform modification to curriculum and instructional practices.	Common Formative Assessments - Professional development opportunities for general education and special education teachers to collaborate in training to develop CFA's that are differentiated and appropriate for all ability and skill level students to reach grade level mastery of standards. Analyzing writing components utilizing vertically aligned graphic organizers and instructional protocols for assessing Writing to Demonstrate Learning.	Teachers will collaborate to develop Common Formative Assessments that are differentiated and appropriate for all ability and skills level students to reach grade level mastery of standards. Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on PLC. Emphasis placed upon SWD student achievement and growth.	Administrator, instructional PLC's, and district support provide opportunities in general education and special education teachers to have collaborative training on and appropriate assessment students. Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with team monitoring log that will track the administrator in week
Objective 2 - Social Studies - For all students, increase the percentage of proficient/distinguished students as measured by KPREP from 46.8% to 48.8% by Spring 2019. - For students with disabilities, increase the percentage of	KCWP 1: Design and Deploy Standards *Addressing this process helps ensure a guaranteed and viable paced social studies curriculum based on state standards that support instruction and assessment for all students K-12.	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Monitoring of implementation through PLC discussion, agendas and monitoring of 4 essential questions.	Instructional coach will monitor PLC's weekly to monitor progress with student learning addressed including using inform instruction. Administrator will meet at least twice monthly to support process.

proficient/distinguished students as measured by KPREP from 25.0% to 27.0% by Spring 2019.	KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that social studies data is monitored and evaluated to inform modification to curriculum and instructional practices.	Common Formative Assessments - Professional development opportunities for general education and special education teachers to collaborate in training to develop CFA's that are differentiated and appropriate for all ability and skill level students to reach grade level mastery of standards. Analyzing students' social studies assessment products to measure progress towards mastery of grade level standards.	Teachers will collaborate to develop Common Formative Assessments that are differentiated and appropriate for all ability and skills level students to reach grade level mastery of standards. Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on PLC. Emphasis placed upon SWD student achievement and growth.	Administrator, instructional PLC's, and district support provide opportunities in general education and special education teachers to have collaborative training on and appropriate assessment students. Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teachers monitoring log that will track the administrator in weekly Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing.
Objective 3 - Science - For all students, increase the percentage of proficient/distinguished students as measured by KPREP from 35.7% to 37.7% by Spring 2019. - For students with disabilities, increase the percentage of	KCWP 1: Design and Deploy Standards *Addressing this process helps ensure a guaranteed and viable paced science curriculum based on state standards that support instruction and assessment for all students K-12.	Embedded science opportunities in regular instruction, dedicated time and through interdisciplinary STEAM/Genius Hour/personalized learning PBL time.	Monitoring by the principal, support from Instructional Coach and collaboration with the STEAM teacher and grade levels to ensure fidelity of cross-cutting concepts, science and engineering practices to reveal disciplinary core idea.	

proficient/distinguished students as measured by KPREP from 8.3% to 10.3% by Spring 2019.	KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that science data is monitored and evaluated to inform modification to curriculum and instructional practices.	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Common Formative Assessments - Professional development opportunities for general education and special education teachers to collaborate in training to develop CFA's that are differentiated and appropriate for all ability and skill level students to reach grade level mastery of standards. Analyzing students' science assessment products to measure progress towards mastery of grade level standards.	Monitoring of implementation through PLC discussion, agendas and monitoring of 4 essential questions. General and special education teachers will collaborate to develop Common Formative Assessments that are differentiated and appropriate for all ability and skill level students to reach grade level mastery of standards. Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on PLC. Emphasis placed upon SWD student achievement and growth.	Instructional coach will r supportive work with tea monitoring log that will t the administrator in week Instructional coach will r PLC's weekly to monitor progress with student tea addressed including usin inform instruction. Administrator will meet least twice monthly to su process. Administrator, instructional PLC's, and district supp provide opportunities in general education and special education teachers to have collaborative training on and appropriate assessment students. Administrator will track data for each teacher to n on-going progress. Durin conversations and format conferencing, strengths a growth will be addressed feedback. Evaluative tea will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea
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					monitoring log that will t the administrator in week
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3: Gap

Goal 3: Increase the average combined reading and math proficiency rates for the consolidated (gap) group from 40.5% to 46.5%, as measured by KPREP

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <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> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	In the following char activities, the person of the activity or activ the activity or activit
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring I
Objective 1 SWD Increase the number of students with disabilities scoring proficient and distinguished in reading and math from 31.2% to 33.2% by Spring 2019 as measured by KPREP.	KCWP 2: Design and Deliver Instruction *Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all students with disabilities.	Through best practices in co-teaching, general education and special education teachers work together to ensure all students have access to high quality, grade level curriculum.	Eleot Tool/Learning, emphasis placed upon SWD students in classroom. Expectations with critical feedback and monitoring data.	Administrator will track data for each teacher to n on-going progress. Durin conversations and format conferencing, strengths a growth will be addressed feedback. Evaluative tea will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea monitoring log that will t the Administrator in wee Administrator and/or inst coach will monitor teach plans and provide feedba

	KCWP 5: Design, Align and Deliver Support * Addressing this process helps ensure that appropriate academic interventions are taking place to meet the needs of all students with disabilities.	Professional development opportunities for general education and special education teachers to collaborate appropriately in instruction and assessment to ensure all students including SWD reach grade level mastery of standards with IEP accommodations and supports.	General education and special education teachers will collaborate in instruction and assessment to ensure all students including SWD reach grade level mastery of standards with IEP accommodations and supports.	Administrator, instructional PLC's, and district support provide opportunities in general education and special education teachers to have collaborative training on and appropriate assessment students.
		Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction.	PLC agendas, data analysis, development of lessons based on data analysis.	Instructional coach will r PLC's weekly to monitor progress with student learning addressed including using inform instruction. Administrator will meet at least twice monthly to support process.
		Create and monitor individual learning plans for students performing below proficiency through the data analysis tool. with emphasis on SWD students and recovery/intervention plans based upon data, development of lessons based on data analysis.	Data analysis tool emphasizing SWD students and recovery/intervention plans based upon data, development of lessons based on data analysis.	Instructional coach will r PLC's weekly to monitor progress with student learning addressed including using inform instruction. Administrator will meet at least twice monthly to support process.
	With support from ABRI, provide targeted interventions in both reading and math for lowest performing students utilizing Evidence-Based Interventions such as Lexia, Reading Plus, and Jan	Progress monitoring of students in RTI/MTSS/SWD and entry/exit.	Instructional coach will r PLC's weekly to monitor progress with student learning addressed including using inform instruction.	

		Richardson guided reading model/support.		Administrator will meet at least twice monthly to support process.
Objective 2 F&R Increase the number of F/R students scoring proficient and distinguished in reading and math from 40.9% to 42.9% by Spring 2019 as measured by KPREP.	KCWP 2: Design and Deliver Instruction *Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all free/reduced lunch students.	Develop a clearly defined RTI/MTSS schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Progress monitoring of students in RTI/MTSS and entry/exit.	Instructional coach will report PLC's weekly to monitor progress with student learning addressed including using inform instruction.
		Provide targeted interventions in both reading and math for lowest performing students utilizing Evidence-Based Interventions such as Reading Plus, Lexia, Fountas and Pinnell Leveled Literacy, Math Recovery/Conceptual Building Blocks and the Kentucky Numeracy Project/KCM/OVEC.	Progress monitoring of students in RTI/MTSS and entry/exit.	Administrator will meet at least twice monthly to support process.
	KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that appropriate academic interventions are taking place to meet the needs of all free/reduced lunch students.	Using professional development learning from our work with Eric Jensen's research on children of poverty, our highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction.	PLC agendas, data analysis, development of lessons based on data analysis.	Instructional coach will report PLC's weekly to monitor progress with student learning addressed including using inform instruction.
		Create and monitor individual learning plans for students performing below proficiency through the Data analysis tool with emphasis on F/R students and	Data analysis tool emphasizing F/R students and recovery/intervention plans based upon data,	Administrator will meet at least twice monthly to support process.
				Instructional coach will report PLC's weekly to monitor progress with student learning addressed including using inform instruction.

		recovery/intervention plans based upon data, development of lessons based on data analysis.	development of lessons based on data analysis.	Administrator will meet at least twice monthly to support process. Weekly monitoring of lessons; administrator and/or instructional coach with feedback.
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5: Growth

Goal 5: Decrease the combined average of students scoring novice and apprentice in reading and math from 22.5% to 16.5% as measured by KPREP, by 2

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1 - F/R Students Decrease the number of F/R students scoring novice and apprentice in reading and math from 30.0% to 28.0% by Spring 2019 as measured by KPREP.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	Teachers will implement the district-provided ELA and Math pacing guides - ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-5.	Eleot Tool/Learning, emphasis placed upon F/R students in classroom. Expectations with critical feedback and monitoring data.	Administrator will track data for each teacher to n on-going progress. During conversations and formal conferencing, strengths a growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will r supportive work with tea monitoring log that will t the Administrator in wee. Administrator and/or inst coach will monitor teaching plans and provide feedback Administrator will track data for each teacher to n
		Bellarmine Literacy Project - ensures ongoing professional	Non-evaluative Instructional Coach	

		development in the area of best practice/high yield instructional strategies Kentucky Center for Mathematics - ensures ongoing professional development in the area of best practice/high yield instructional strategies Thinking Focus - ensures that curricular delivery and assessment measures provides for all needs for students.	student-centered coaching cycles with critical feedback and follow-up; continued commitment to BLP, KCM, TF learning and strategic use of human resources (ex. MUW/ESS).	on-going progress. During conversations and format conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teaching monitoring log that will be the administrator in week
		Metro United Way/ESS Instructional Assistants - provide support to high and average Apprentice intermediate students in reading and math with goal of reaching proficiency.	Individual Learning Plans and collaborative data analysis - MAP scores serve as benchmarks	PLC's, Instructional Coaching Administrator reassess growth after Winter and MAP assessments in reading
	KCWP 4: Review, Analyze and Apply Data Results * Addressing this process will ensure assessments are high	Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction.	PLC agendas, data analysis with emphasis on F/R lunch students and recovery/intervention planned based upon data, development of lessons based on data analysis.	Instructional coach will review PLC's weekly to monitor progress with student learning addressed including using inform instruction. Administrator will meet at least twice monthly to support process.
		Common Formative Assessments with developed Assessment protocols for delivery and analysis of data.	Monitoring of student mastery of standards through an analysis tool, development of recovery/intervention groups based upon data	Instructional coach will review PLC's weekly to monitor progress with student learning addressed including using inform instruction.

Objective 2 - SWD Decrease the number of students with disabilities scoring novice and apprentice in reading and math from 34.1% to 32.1% by Spring 2019 as measured by KPREP.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	Teachers will implement the district-provided math pacing guide - ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-5. Bellarmine Literacy Project - ensures ongoing professional development in the area of best practice/high yield instructional strategies Kentucky Center for Mathematics - ensures ongoing professional development in the area of best practice/high yield instructional strategies Thinking Focus - ensures that curricular delivery and assessment measures provides for all needs for students.	Eleot Tool/Learning, emphasis placed upon SWD students in classroom. Expectations with critical feedback and monitoring data. Administrator will monitor curricular delivery through Eleot walkthroughs and evaluative observations. Non-evaluative Instructional Coach student-centered coaching cycles, monitored through coaching log, with critical feedback and follow-up.	emphasis on F/R students.	Administrator will meet at least twice monthly to support process. Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed and feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will monitor supportive work with teachers monitoring log that will be the Administrator in week Administrator and/or instructional coach will monitor teaching plans and provide feedback Administrator will track data for each teacher to monitor on-going progress. During conversations and format conferencing, strengths and growth will be addressed and feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will monitor supportive work with teachers monitoring log that will be the Administrator in week
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	KCWP 4: Review, Analyze and Apply Data Results *Addressing this process will ensure assessments are high	Highly qualified teachers meet in PLCs weekly to analyze data and decide next steps in student instruction - ensures commitment to DuFour's four critical questions and ongoing Solution Tree training in service of students receiving best practice instruction.	PLC agendas, data analysis emphasis on SWD students and recovery/intervention planned based upon data, development of lessons based on data analysis.	Instructional coach will meet with PLC's weekly to monitor progress with student learning addressed including using inform instruction. Administrator will meet with PLC's at least twice monthly to support the process.
		Common Formative Assessments with developed Assessment protocols for delivery and analysis of data.	Monitoring of student mastery of standards through an analysis tool, development of recovery/intervention groups based upon data emphasis on SWD students and recovery/intervention planned based upon data.	Teachers, administrator, instructional coach will meet weekly to monitor student mastery of standards during weekly PLC meeting discussions with teachers

6: Transition Readiness

Goal 6: Increase the percentage of students who are transition ready at the elementary school level from 28% to 34%, by 2021, as measured by middle school

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring I
Objective 1 Increase the number of students who are middle school ready (reading and math) from 19% to 21% by 2019 as measured by MAP.	KCWP 1: Design and Deploy Standards *Addressing this process will help ensure that students are on-track to meet middle school and ultimately college and career readiness.	Teachers will design instruction to teach grade level Standards and provide accommodations as needed to ensure student mastery of Standards. Work Ethic Certification--School Counselor meets with all 4th and 5th grade classes to explain purpose of work ethic certification and to establish personal goals to achieve work ethic certification. Employability skills are taught in classroom guidance lessons and embedded within classroom instruction. Students are recognized for achieving the work ethic certification both at the school and district level.	Teacher lesson plans; Teacher checklists for monitoring students' mastery of Standards and Earning of work ethic certification; Counselor calendar log documenting instruction in Work Ethic Certification requirements, student personal goal setting, and employability skills. The students who meet Work Ethic Certification and mastery of standards for middle school readiness will be	Administrator will track data for each teacher to monitor on-going progress. During conversations and formal conferencing, strengths and growth will be addressed feedback. Evaluative teaching will be addressed during formative and summative conferencing. Instructional coach will support work with teacher monitoring log that will track the Administrator in working Administrator and/or instructional coach will monitor teaching plans and provide feedback

			celebrated by having their names posted.	
		PBIS Model - Students set academic and behavior goals and are empowered to take charge of their own academic and behavior growth with students keeping track of progress in leadership data notebooks and developing plans to reach/attain set goals. Students are taught the Creating Koalified Leaders and Innovators Seven Habits and behavior model S.T.A.R. through both direct and embedded instruction and apply those skills to help increase academic achievement.	Monitoring of Infinite Campus, teacher-developed, standards-based grade reports, student data notebooks.	Instructional coach will r PLC's weekly to monitor progress with student lea addressed including usin; inform instruction. Administrator will meet , least twice monthly to su process.
	KCWP 5: Design, Align and Deliver Support *Addressing this process will help ensure that data points are used to inform modification to curriculum and instructional practices.	Highly qualified teachers will aid students in developing MAP goals in the winter and spring that will align with the Middle School Ready benchmarks.	Middle School Readiness / College and Career Readiness Predictor.	Students will maintain st notebooks with MAP goa reflect progress towards l School Ready. Instructional coach will r PLC's weekly to monitor progress with student lea addressed including usin; inform instruction. Administrator will meet , least twice monthly to su process.
		Attendance policies emphasize consistent attendance to promote steady academic growth. Phone calls, letters, home visits, recognitions, goal-setting focus group all promote the importance of student attendance.	School-wide attendance goal, Identified individual students attendance goals.	Infinite Campus entries a clerk paper records for at absences, and attendance including daily phone cal students.

					Counselor's student after RAP Day and end of year drawings to provide support incentives to improve attendance, Family Resource coordinator, and BCPS social worker home visits to students or students in need to be successful in school.
					Counselor schedules individual meetings with families of become truant.
Objective 2 Increase the number of students who are kindergarten ready by increasing the "Ready" and "Ready with Enrichment" percentage from 54% to 58%	KCWP 5: Design, Align and Deliver Support * Addressing this process will help ensure that data points are used to inform modification to curriculum and instructional practices.	Highly qualified teacher teams screen all entering Kindergarten and invite 30-40 to a Kindergarten Kickoff Camp for two weeks prior to school beginning.	Kindergarten screening and assessments (PASS/DRA/MAP/Exit Criteria)	Two week camp in July 2019.	
		Kindergarten teachers will meet with preschool teacher to pre-identify students for Kindergarten Camp eligibility	Kindergarten screening and assessments (PASS/DRA/MAP)	May 2019.	

Phase Three: Closing the Achievement Gap Diagnostic_11162018_13:40

Phase Three: Closing the Achievement Gap Diagnostic

Old Mill Elementary School
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Last Modified: 12/17/2018
Status: Locked

TABLE OF CONTENTS

I. Achievement Gap Group Identification 3

II. Achievement Gap Analysis 4

III. Planning the Work 6

ATTACHMENT SUMMARY..... 7

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment.

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.

Mixed--Some general ed teachers embrace being accountable for gap students while others use it as a reason to lower expectations for gap students.

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

Over the course of three academic years (2016-present), novice reading scores for students with disabilities were 43.5-25.0-30.3. Combined proficient/distinguished reading scores were 30.4-42.9-36.4. Novice was reduced over the course of one academic year, but increased over the final year of the three year trend. Overall, the increase in proficient/distinguished scores showed that our apprentice group for students with disabilities continue to be an area of growth (many students in apprentice went down to novice, only a few went up to proficient/distinguished. Novice math scores were 34.8-17.9-18.2 with combined proficient/distinguished at 17.4-28.6-27.3. Students with disabilities perform better in math than reading and Old Mill has maintained the successful reduction in novice and increase in proficient/distinguished.

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

Novice math scores were 34.8-17.9-18.2 with combined proficient/distinguished at 17.4-28.6-27.3. Students with disabilities perform better in math than reading and Old Mill has maintained the successful reduction in novice and increase in proficient/distinguished.

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

Over the course of three academic years (2016-present), novice reading scores for students with disabilities were 43.5-25.0-30.3. Combined proficient/distinguished reading scores were 30.4-42.9-36.4. Novice was reduced over the course of one academic year, but increased over the final year of the three year trend. Overall, the increase in proficient/distinguished scores showed that our apprentice group for students with disabilities continues to be an area of growth (many students in apprentice went down to novice, only a few went up to proficient/distinguished).

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).

See attachments for SBDM minutes showing approval of ESS and PD plans for the current school year. The district-approved, teacher-committee-approved, school's PD and ESS plans include professional growth focusing on math training utilizing KCM strategies/techniques, technology training focusing on Google classroom, problem/project-based learning, Genius Hour/passion project, STEAM, individualized/personalized learning, literacy strategies focusing on improving vocabulary instruction in the classroom, targeted learning on Bullitt Days and, informally, in PLCs focusing on assessment development and analysis, targeted/specific feedback for students, flexible hours for teachers to grow based on their own professional growth goals.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

There are several processes and practices that have prevented Old Mill from closing existing and persistent achievement gaps: lack of consistent mastery of standards in certain grade levels based upon instructional practice, inconsistent rigorous core instruction for Special Education students, and inconsistent modification and adaptations for students with disabilities.

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.

Instructional Leadership Team - representatives from all grade levels, special education, special area, instructional support, administration and community partners (K-Patricia Stevens, 1-Rachel Ellis, 2-Amanda O'Bryan, 3-Amanda Gentry, 4-Brandi Forman, 5-Michele Grey, SpEd-Rebecca Hodges, Special Area-Michelle Tennill, Instructional Coach-Richard Cox, Counselor-Kim Bleemel, Principal-Les McIntosh, University of Louisville/ABRI-Susan Robertson, Instructional Support-Amanda Van Epps, Nicki Vormbrock) - meets monthly to discuss student progress using current and relevant data. Special focus on all vulnerable populations, including TSI-focus of students with disabilities. ILT verticality allows for strategic problem solving focus as all stakeholders seek solutions to maximize student, and ultimately school, success. PLCs - meet weekly led by team facilitator - student centered and data informed, PLCs follow Solution Tree guidelines and district, school and team norms to confidentially discuss all student growth and progress, systems and processes, etc. SBDM - teachers are encouraged to present current and relevant data, including anonymous information regarding the achievement gap, to stakeholders, including parent representatives and general public.

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).

Old Mill will increase SWD group student performance in reading proficient/distinguished from 36.4% to 38.4% by 2019 K-PREP. Old Mill will increase SWD group student performance in math proficient/distinguished from 27.3% to 29.3% by 2019 K-PREP.

ATTACHMENTS

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Spreadsheet	Total students: 242	I
 CSIP	Current CSIP	I
 Closing the Achievement Gap Summary	Summary includes two measurable goals based on TSI-identified groups.	III
 Novice Reduction Plan	Novice Reduction Plan	III
 PD Plan	Old Mill PD Plan - approved by committee of teachers and district, aligned with CSIP and teacher professional growth goals with focus on closing achievement gap and maximizing student and school success.	II.E
 SBDM Minutes - approval of ESS plan	See minutes showing approval of ESS plan	II.E
 SBDM Minutes - approval of PD plan	See SBDM minutes for approval of PD plan.	II.E

Phase III: Executive Summary for Schools_12052017_20:07

Phase III: Executive Summary for Schools

Old Mill Elementary School

Leslie McIntosh
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United States of America

Last Modified: 11/27/2018
Status: Locked

TABLE OF CONTENTS

Executive Summary	3
ATTACHMENT SUMMARY.....	5

Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Old Mill Elementary School is a school that serves Head Start, Preschool, and Grades Kindergarten - 5. Current enrollment is 497. Free/Reduced Lunch rate is 35%; white population is 91% with 9% minority--Hispanic, Asian, African-American; English-Language Learner population is 0.12 percent; boys exceed girls 51.7% to 48.3%, mobility rate is 5 percent, and special education population of 12 percent. Foster children numbers vary but currently at 3. We have families that reside in subdivision, small city, and rural areas. Socio-economics finds most of our families as middle class with about 15% upper middle class and 30 percent living in poverty. About one third of our students are regular car riders. Our challenges continue to be meeting the needs of our gap students of free/reduced lunch and special education. We have a Family Resource Center that strives to eliminate barriers to learning.

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.

Old Mill's Vision is "OMES--Creating Koalified Leaders." Mission--"At Old Mill Academy, we are a community of learners. We recognize, honor, and celebrate the leaders within us!" Our beliefs are "At Old Mill, we...Love learning, Excel in all we do, Achieve goals together, Do what is right, We are leaders!" Within this framework of community building and leadership, we strive to provide the support needed by each student to reach his/her fullest potential.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

School Report Card K-PREP data over past 3 years: Achievement points--75.6, 81.6 to 77.0; GAP points--44.1, 21.2, to 67.4; Growth points--70.0, 60.4, to 58.1; Learners Score points--63.9, 54.4, to 67.5. We are pleased with regaining loss in achievement points, increasing GAP points significantly, and growing in Learners Score points. Area of improvement is Growth points from 70.0 to 60.4 to 58.1. Old Mill's rate of combined reading and math proficiency scores have been 46.4 to 55.5 to 58.0 to 53.3. Our goal is to bring that back up and reach our goals of 67.8, 73.2, and 78.6 over the next 3 years. Non-duplicated GAP combined reading and math proficiency scores have been 33.6 to 41.4 to 38.6 to 40.4. Our goal is to reach our delivery targets of 60.2, 66.8, and 73.4 over the next 3 years.

ATTACHMENTS

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Additional Information

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

Old Mill is a community school with all stakeholders committed to providing the best education possible for our students. We are forward thinking and always looking for best practices instruction. Currently, we have implemented personalized learning in our Ben Franklin Academy for our students in grades 4 and 5. Our research and site visits taught us that this model can be beneficial to increase the learning opportunities for the higher ability students and all students who are motivated to learn. While providing opportunities for these students to work at a faster pace and extend their learning in various enrichments and acceleration, this model also allows for struggling students to be provided with more time to meet benchmark standards and get more one on one assistance from teachers, tutors, and instructional assistants during small group and one on one conferencing time. In order to support this model of teaching and learning, the school has partnered with the district and PTO to provide Chromebooks for 1:1 in grades 3-5, 2:1 in grade 2, close to 3:1 in grade 1, as well as 4:1 I-Pads in Kindergarten. Also, through our partnerships, we provide on-line learning resources for student learning such as Lexia, Reading Plus, IXL, Compass, Zearn, and Khan Academy. By having a variety of learning opportunities for students, our goal is to differentiate instruction to meet what works best for each child's learning with the goal of personalizing the learning path to enable students to reach mastery of standards as quickly and efficiently as possible.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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