# 2018-2019 Phase One: Continuous Improvement Diagnostic_09122018_15:15

Phase One: Continuous Improvement Diagnostic

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 09/28/2018
Status: Locked

# TABLE OF CONTENTS

Continuous Improvement Diagnostic ..... 3
ATTACHMENT SUMMARY ..... 5

# Phase One: Continuous Improvement Diagnostic

## Continuous Improvement Diagnostic

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

### Part I:

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

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

According to the data collected from AdvancedEd Objective 5 Learning Opportunities Survey, Title 1 Parent Survey, MAP data and School Quality Factors survey indicates the following areas for improvement: getting parents involved in setting and supporting high expectations for learning, learners monitor their progress and are supported when not meeting expectations, increasing proficiency in reading and math, and creating structures for staff to interact and collaborate. School activities such as Title 1 literacy and math nights, open house, outreach through Family Resource Youth Center, mentoring program with Bullitt Central High School, and parent-teacher conferences will allow staff and community to work with families to help their child set high expectations and support their children in pursuit of reaching challenging goals, learn about available literacy and math resources, ways to help at home, understanding data notebooks, student monitoring, and provide opportunities for parents to sign up as volunteers. Bullitt and Professional learning days will be used to redefine the tiers of intervention, team building activities will be embedded to support staff interaction and allow teachers to and work collaboratively on common assessments.

**ATTACHMENTS**

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

### Part II:

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

The school will work with parent volunteers, Parent Teacher Association, Site Base Decision Making Council, Family Resource Youth Service Center, and the local YMCA organization. At each meeting, we will have an update regarding progress toward goals, discuss and organize informational sessions, resources and services for families and community based on feedback and input from the involved groups and organizations as well as surveys sent and shared for families and community. Each group will determine the meeting dates and times that best accommodate the members of their organization. Evidence of the process will be seen through meeting agendas and effectiveness will be evaluated through participant feedback.

**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) |
|---|---|---|
| RES Title 1 Survey | RES Title 1 Survey | 1 |
| School Quality Survey | School Quality Survey Faculty and Staff | 1 |

# 18-19 Phase Two: The Needs Assessment for Schools_10262018_10:56

Phase Two: The Needs Assessment for Schools

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/14/2018
Status: Locked

# 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 ..... 10
ATTACHMENT SUMMARY ..... 11

# 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?

PLC teams meet weekly to review, analyze, and/or apply data results. The PLC meeting focuses on DuFour's PLC questions (what do we expect students to learn, how will we know they are learning, how will we respond when they are not learning, and how will we respond when they already know it. PLC meetings are documented in agendas and/or minutes of the meeting. The SBDM meets monthly and school data is presented and discussed at each meeting.

**ATTACHMENTS**

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

## Current State

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

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

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

Reading novice stayed the same at 22.1% 2017 to 2018 on KPREP Reading. Reading proficient and distinguished decreased from 51.4% to 49%. We saw a 2.6% decrease in our proficient/ distinguished on KPREP reading. Our 4 year trend data on KPREP reading shows that our novice in reading has increased or stayed the same since 2015 and our proficient and distinguished has decreased every year since 2015. Math novice increased from 15.8% in 2017 to 22.9% in 2018. We saw a 7.1% increase in novice math on KPREP. We saw a 3% decrease in proficient/ distinguished on math KPREP. Writing novice increased from 11.1% in 2017 to 12% in 2018. Writing proficient/distinguished decreased from 61.9% to 38.7%. However,12% of our students scored novice on KPREP writing compared to the state average of 18.2%. 36% of our students scored proficient on KPREP writing compared to the state average of 33%. We saw a 23.2% decrease in the number of proficient and distinguished students in writing. We saw a 14.3% decrease in novice reading on KPREP and a 10.2% decrease in novice math on KPREP among our students with disabilities.

## ATTACHMENTS

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

## Priorities/Concerns

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

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

60.2% of students scored below proficiency on KPREP math. 81.2% of students with disabilities scored below proficiency on KPREP math. 50.6% of students scored below proficiency on KPREP reading. 78.1% of students with disabilities scored below proficiency on KPREP reading. For the 2017-2018 school year there was a total of 95 office referrals, 24 of those referrals occurring in the month of November. Although this a decrease from the previous year, the data for 2017-2018 is still a concern. Teacher attendance was 90.91% for the 2017-2018 school year.

**ATTACHMENTS**

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

## Trends

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

Our academic trends from the previous two years shows in increase in novice and a decrease in proficiency in reading, math and writing. Our behavioral trends continue to show a large number of office referrals over the past two years and also shows in increase in the number of students who are in behavior RtI.

**ATTACHMENTS**

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

## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction will be one of our schools focus. As a school we determined essential standards for each grade level in vertical teams for reading and math. Common Formative Assessments are given in both reading and math and analyzed in either grade level teams or in PLC's. Plans are created for students who did not master the standards and follow up assessments are given to determine when the students is ready to move on. In math, we will be working closely with ABRI to help improve our instruction. Three grade level teams will be given a day to plan with our ABRI consultant in the area of math to discuss best practices and high yield strategies. Follow up will be provided by ABRI monthly at faculty meetings. PLC's meet weekly to discuss and analyze data and instruction. With the training the district has provided from Solution Tree, we are in the process of restructuring our PLC's which will give the teachers more autonomy. Facilitators will be trained on a Bullitt Day so teachers will begin to take ownership in this process. In the area of writing we are working with our OVEC writing consultant to improve in using student writing and rubrics to guide our instruction. We will be utilizing cold writes and rubrics to determine what strategies to teach in writing. All teachers now have access to The Writing Strategies book to better plan strategy lessons based on need. We currently have three teachers participating in year 1 of the Bellarmine Literacy Project, and 2 teachers participating in year 2, where they are expected to implement teaching the 5 components of reading and utilize Jan Richardson's The Next Step Forward in Guided Reading. Students will also be tracking their own learning utilizing data notebooks. Growth mindset was also a focus for our school this year. Teachers were provided professional development in the area of growth mindset at the beginning of the school year. The first couple weeks were spent teaching growth mindset and PBIS expectations. We are also implementing Second Step schoolwide this year to help in the area of behavior. We will also focus on KCWP 4: Review, Analyze and Apply Data. Teachers participated in a book study on Learning by Doing last year to begin our PLC transformation process. We will continue that work this year and begin to focus on quality assessments that meet essential standards. Teachers will be given time on Bullitt Days to begin creating quality assessments in the area of math for the essential standards as well as success criteria and models of proficiency. Common Formative Assessments will continue to be given and analyzed in all academic content areas. Live scores will be given monthly and learning checks will be given twice a year. The building principal and instructional coach participated in a book stud,y with the district, on the book Taking Action. We will begin to make slow changes to the tiered systems and utilize the MTSS framework from the book. The goal is for the process to become a more fluid process where students can move in and out of tier 2 more fluently. Teachers meet monthly for an RtI PLC where the special education consultant, counselor, intervention team, principal and teachers discuss progress, lack thereof, and next steps. Progress monitoring data is discussed along with classroom and intervention group performance. Students are also taking ownership of their own learning by utilizing leadership notebooks. Grade level teams have also created math fluency goals that they will track using a scoreboard to determine proficiency.

## ATTACHMENTS

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

## Strengths/Leverages

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

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

The number of student referrals decreased from 115 referrals in 2016-2017 to 95 referrals in 2017-2018. In 2017-2018 we began working to update and revise our current PBIS system. We will continue in 2018-2019 year revising current practices by adding Second Steps Curriculum K-5, and working with the University of Louisville's ABRI team for behavioral and academic support including a refresher training on the why and how to implement PBIS. 12% of our students scored novice on KPREP writing compared to the state average of 18.2%. 36% of our students scored proficient on KPREP writing compared to the state average of 33%. Our students scored above the state average in reading on KPREP at 36.4% compared to the state at 35.8%. We saw a 14.3% decrease in novice reading on KPREP and a 10.2% decrease in novice math on KPREP among our students with disabilities. 7.1% of our free/reduced writing population scored novice on KPREP writing compared to the state average of 23.4%. 38.1% of free/reduced students scored proficient/ distinguished in comparison to the state average of 32%.

## 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) |
|---|---|---|

# 18-19 Phase Two: School Assurances_11132018_09:28

Phase Two: School Assurances

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/14/2018
Status: Locked

# TABLE OF CONTENTS

Introduction ..... 3
School Assurances ..... 4
ATTACHMENT SUMMARY ..... 8

# Phase Two: School Assurances

## Introduction

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

# School Assurances

## Preschool Transition

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

- ● **Yes**
- ○ No
- ○ N/A

**COMMENTS**

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

## Professional Development

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

- ● **Yes**
- ○ No
- ○ N/A

**COMMENTS**

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

## Comprehensive Needs Assessment

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

- ● **Yes**
- ○ No
- ○ N/A

**COMMENTS**

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

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

- ● **Yes**
- ○ No

- ○ N/A

**COMMENTS**

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

## Instructional Strategies

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

- ● **Yes**
- ○ No
- ○ N/A

**COMMENTS**

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

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

- ● **Yes**
- ○ 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**

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

## Teacher Quality

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

- ● **Yes**
- ○ No
- ○ N/A

**COMMENTS**

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

## Title I Application

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

- ● **Yes**
- ○ No
- ○ N/A

**COMMENTS**

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

## Paraeducators

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

- ● **Yes**
- ○ No

- ○ 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**

**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) |
|---|---|---|
| CSIP 17-18 | CSIP | 5 |
| Learning Compact | Student Learning Compact | 7 |
| Master Schedule | Instructional Assistants Assigned to Teachers | 11 |
| Needs Assessment | Needs Assessment | 3 |
| Parent Involvement | Involvement Policy | 5, 6 |
| Professional Learning Plan 18-19 | Professional Learning Plan 18-19 | 2 |
| Title 1 Narrative | Title 1 Narrative | 6, 7 |
| Title 1 Parent Evaluation Analysis Plan | Plan based on Title 1 survey and parent input | 6, 8 |

# 18-19 Phase Two: School Safety Report_10252018_09:54

Phase Two: School Safety Report

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/14/2018
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 several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

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

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

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

Yes

**ATTACHMENTS**

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

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

Yes

**ATTACHMENTS**

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

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

Yes

**ATTACHMENTS**

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

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

Yes

**ATTACHMENTS**

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

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

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

Yes. The most recent date of revision and review by other stakeholders was July 2018 and reviewed on August 7, 2018 by the faculty and staff.

**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, it was reviewed and discussed Opening Day August 7, 2018.

**ATTACHMENTS**

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

7. During the first 30 instructional days of the 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) |
|---|---|---|

# 18-19 Phase Three: Comprehensive Improvement Plan for Schools_12102018_15:04

Phase Three: Comprehensive Improvement Plan for Schools

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/14/2018
Status: Locked

# 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.

N/A

**ATTACHMENTS**

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

# ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| Goal Builder | Goal builder for Roby Elementary | |

# Comprehensive Improvement Plan for Schools

## Rationale

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

## Operational definitions of each area within the plan

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

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

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

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

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

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

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

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1: Increase the combined (reading and math) percentage of proficient/distinguished from 44.6% to 49.1% by 2021 as measured by KPREP.

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

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| In grades 3-5 increase the number of students scoring proficient/distinguished in reading from 49.4% to 50.9% by Spring 2019, as measured by KREP. | KCWP 1: Design and Deploy Standards<br><br>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. | Highly qualified teachers in grade K-5 will meet in vertical and grade level teams to revise priority standards through the PLC process identified in reading to help create a guaranteed and viable curriculum to increase student mastery of grade level standards. (SWP 2, 3, 8, 9) | Common Formative Assessments (CFA's)<br><br>PLC Learning Walk | PLC Learning Walk Progress Monitoring Document | $0 |
| | KCWP 3 : Design and Deliver Assessment Literacy<br><br>Ensure that curricular delivery and assessment measures provide for all | Highly qualified teachers grades K-3 who have been trained in Bellarmine Literacy Project (BLP) the 5 components of reading into core instruction to increase on grade level reading by grade 3. (SWP 2,3,4,5,8,9,10) | PASS, DRA, MAP, Primary Spelling Inventory (Words Their Way) | On grade level data tracking form | $0 |

| | | | | | |
|---|---|---|---|---|---|
| | pertinent information needs for students. | Highly qualified teachers who trained in the district-initiated thinking focus co-hort will implement in their classrooms the four pillars of thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies to increase student ownership of learning and rigor of teaching. (SWP 2,3,8,9,10) | Observation and feedback by Instructional Coaches, eleot tool | eleot tool | $0 |
| | | Highly qualified teachers, certified interventionists, as well as instructional assistants, in grades K-5 will deliver intentional instruction in reading based on various sources of formative and summative assessment data that include priority standards during MTSS time in order to meet individual needs of all students. (SWP6,7,10) | MAP, PASS, Common Formative Assessments | On grade level data tracking form | $0 |
| | KCWP 6: Establishing learning culture and environment<br><br>Addressing this process will ensure culturally responsive behaviors are modeled among faculty, staff, and students. | Students ages 3,4 and 5, that are not currently enrolled in a preschool setting, can participate in the Little Scholars Academy to better prepare students for kindergarten in the area of literacy. (SWP 6,7,10) | Brigance | Analyzing Brigance data comparing participants vs non participants for K readiness | $12,000 |
| | | Leadership committee will analyze surveys from Title 1 parent involvement and make recommendations to help families support their child's literacy growth | Parent Survey | Analyze survey data | $0 |
| | | A Title 1 family literacy night will be planned in fall of 2019 to create a culture of importance of literacy in | Parent Survey | Analyze survey data | $300 |

| | | | | | |
|---|---|---|---|---|---|
| | | the community and communicate on grade level expectations such as fluency rates and sentence framing questions and answers. (SWP 6) | | | |
| In grades 3-5 increase the number of students scoring proficient/distinguished in math from 39.8% to 41.3% by Spring 2019, as measured by KPREP. | KCWP 1: Design and Deploy Standards<br><br>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. | Highly qualified teachers in grade K-5 will meet annually in vertical and grade level teams to revise priority standards identified in math to help create a guaranteed and viable curriculum to increase student mastery of grade level standards. (SWP 2,3,8,9) | Common Formative Assessments (CFA's)<br><br>PLC Learning Walk | PLC Learning Walk Progress Monitoring Document | $0 |
| | | The academic committee will meet to review instructional practices, such as evaluating effectiveness of instructional resources in math and looking at evidence based practices in order to help ensure a guaranteed and viable curriculum which will increase student mastery of grade level standards (SWP 2,3,8) | Common Formative Assessments (CFA's)<br>MAP | PLC Learning Walk Progress Monitoring Document | $0 |
| | | Highly qualified teachers will voluntarily participate in a district-initiated cohort to be trained on the four pillars of thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional learning and coaching observations will be used to ensure effective implementation/execution of the four pillars in participating teacher classrooms to increase student ownership of learning an rigor of teaching. (SWP 2,3,8,9,10) | Observation and feedback by Instructional Coaches | Eleot | |

| | | | | | |
|---|---|---|---|---|---|
| | KCWP 2: Design and Deliver Instruction<br><br>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students | Highly Qualified teachers in 5th grade will implement a personalized learning approach to math instruction to provide students a custom-tailored learning experience to grow individual student math skill talents and areas of growth. In addition, technology will be utilized to increase student self pacing of math learning for increased growth. (SWP2,3,4,8,9,10) | Common Formative Assessments | Mastery Connect data form | $5,000 |
| | KCWP 6: Establish learning culture and environment<br><br>Addressing this process will ensure culturally responsive behaviors are modeled among faculty, staff, and students. | A family math night will be planned in spring 2019 to create a culture around the importance of numeracy with parents and the community. (SWP 6) | Parent survey | Analyzing feedback and make changes as needed, based on feedback | $300 |
| | | Students will take ownership of their learning by tracking and analyzing math data in their leadership notebooks in grades K-5 in order to help students become active agents in their own growth. In addition, students will use notebooks to communicate learning to guardians at student led conferences(SWP 1,2) | Student leadership notebooks, Parent survey/feedback | Analysis of survey and feedback | $0 |

## 2: Separate Academic Indicator

Increase the separate academic indicator overall from 38.2% to 42.2% by 2021 as measured by KPREP.

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

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Increase the number of students scoring proficient/distinguished in writing from 38.7% to 40.2% by Spring 2019, as measured by KPREP. | KCWP 2: Design and Deliver Instruction<br><br>Ensure congruency is present between standards, learning targets, and assessment measures | Highly qualified teachers will implement the workshop model during writing instruction. This will involve daily conferring with students to determine what strategies individual students need to become successful writers. (SWP 2,3,5,8,9) | Rubrics, conferring notes to dictate progress | PLC Learning Walk Progress Monitoring | $0 |
| | | Highly qualified teachers will utilize conferring data and implement strategies from *The Writing Strategies* book in both whole group and small group instruction to ensure the instructional needs of all students are met. (SWP 2,3,5,8,9) | Conferring notes, rubrics | PLC Learning Walk | $0 |
| | KCWP 3: Design and deliver Assessment Literacy | Highly qualified teachers will give and score cold writes once every 9 weeks, using Lucy Calkins writing rubrics, in order to monitor and | Rubrics | PLC Learning Walk Progress Monitoring | $0 |

| | | | | | |
|---|---|---|---|---|---|
| | Ensure that curricular delivery and assessment measures provide for all | evaluate what strategies students need in order to become proficient writers. (SWP 2,3,8) | | | |
| | KCWP6: Establishing Learning Culture and Environment Classroom Activities | Students will take ownership of their learning by tracking and analyzing writing data in their leadership notebooks in grades K-5 in order to help students become active agents in their own growth. (SWP 1,2) | Rubrics, Student tracker sheets | Teachers will follow up on progress of implementation. | $0 |
| | | Highly qualified teachers will ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. (SWP1,2,3,8,9) | Rubrics, Student tracker sheets | Teachers will follow up on progress of implementation | $0 |
| Increase the number of students scoring proficient/distinguished in social studies from 39.3% to 40.8% by Spring 2019, as measured by KPREP. | KCWP 2: Design and Deliver Instruction<br><br>Addressing this process will ensure that all users of assessment data use information to benefit student learning. | Highly qualified teachers in grade 5 will implement literature text studies that connect to social studies content, to increase the rigor of student thinking. (SWP 1,2,3,8,9) | Common Assessments Learning Checks | PLC minutes will reflect strengths, weaknesses, misconceptions and next steps | $0 |
| | | Highly qualified teachers will create scheduled, standards based, common cumulative assessments in social studies to track mastery of standards to proficiency. Based on data results, teachers implement a variety of reteaching strategies to provide students with effective and timely remediation. (SWP 1,3,2,8,9) | Common Assessment Short constructed responses and Extended response questions | PLC minutes will reflect strengths, weaknesses, misconceptions and next steps | $0 |
| | KCWP 6: Establish Learning Culture and Environment<br><br>Addressing this process will ensure that students receive best practice instruction | Highly qualified teachers will deliver culturally responsive instruction to reach kids from all backgrounds with an emphasis on hands-on instruction. (SWP1, 2, 3,8) | Interest inventory to get to know students, Project Based Assessments | Student surveys throughout the year, planning next steps based on assessment results | $0 |

| | | | | | |
|---|---|---|---|---|---|
| Increase the number of students scoring proficient/distinguished in science from 26.7% to 28.2% by Spring 2019, as measured by KPREP. | KCWP 2: Design and Deliver Instruction<br><br>Addressing this process will ensure that all users of assessment data use information to benefit student learning. | Highly qualified teachers will create scheduled, standards based, common cumulative assessments in science to track mastery of standards to proficiency. Based on data results, teachers implement a variety of reteaching strategies to provide students with effective and timely remediation. (SWP 1,3,2,8,9) | CFA data | PLC minutes will reflect strengths, weaknesses, misconceptions and next steps | $0 |
| | | Highly qualified teachers will give a minimum of two through course tasks per school year to help strengthen students knowledge on the science and engineering practices, disciplinary core ideas and cross cutting concepts to increase student ownership of learning and rigor of teaching. (SWP 1,2) | Analyzing TCT's in PLC's focusing on the 3 dimensions of science | PLC minutes will reflect strengths, weaknesses, misconceptions and next steps | $0 |
| | KCWP 3: Design and Deliver Assessment Literacy<br><br>Create intentional opportunities for students to receive and offer effective feedback during learning. | A highly qualified teacher will deliver weekly instruction in the areas of science, technology, engineering, art and mathematics in our STEAM lab in order to promote a learning culture that allows students to use problem solving skills to help them take ownership of their own learning. (SWP 2,3,4) | Rubrics, feedback STEM challenges | Eleot | 0$ |

### 3: Gap

Goal 3 Increase the combined (reading and math) percentage of proficient/distinguished from 27.7% to 32.2% by 2021 as measured by KPREP.

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

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Increase the number of gap students scoring proficient/distinguished in reading from 30.8% to 32.3% by Spring 2019, as measured by KPREP. | KCWP 2 Design and Deliver Instruction<br><br>Addressing this process will ensure that all users of assessment data use information to benefit student learning. | Develop a clearly defined RTI/MTSS school wide process with documentation tools including service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks (SWP 1,2,3,8) | AIMS Web probes, CFA | PLC minutes will include analyzing assessment data and students exiting Tier 2 | $0 |
| | | Highly qualified teachers, including a certified interventionists, as well as instructional assistants, in grades K-5 will deliver intentional instruction in reading based on various sources of formative and summative assessment data that include priority standards during MTSS time in order to meet individual needs of all students. (SWP 6,7,10) | AIMS Web probes, CFA | PLC minutes will include analyzing assessment data and students exiting Tier 2 | $140,000 (includes RTA teacher, certified interventionist and 2 classified instructional assistants) |

| | | | | | |
|---|---|---|---|---|---|
| | KCWP 5: Design, Align and Deliver Support<br><br>Addressing this process will ensure that students are identified who might be "at risk". | Highly qualified teachers will deliver evidence based reading instruction twice a week after school to a targeted group of 3-5 graders in order to decrease novice and apprentice and increase proficiency. (SWP 1,2,3,8,9,10) | MAP | Winter to Spring MAP data | $3240 |
| | | During MTSS time instructional assistants will utilize evidence based strategies in reading to work with identified students to increase proficiency. (SWP 6,7,10) | Exit tickets | Analyzing exit tickets to determine next steps | $0 |
| Increase the number of gap students scoring proficient/distinguished in math from 24.7% to 26.2% by Spring 2019, as measured by KPREP. | KCWP 2 Design and Deliver Instruction<br><br>Addressing this process ensures that all users of assessment data use information to benefit student learning. | Develop a clearly defined RTI/MTSS school wide process with documentation tools including service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 1,2,3,8) | AIMS Web probes, CFA | PLC minutes will include analyzing assessment data and students exiting Tier 2 | $0 |
| | | Highly qualified teachers, including a certified interventionists, as well as instructional assistants, in grades K-5 will deliver intentional instruction in math based on various sources of formative and summative assessment data that include priority standards during MTSS time in order to meet individual needs of all students. (SWP 6,7,10) | AIMS Web probes, CFA | PLC minutes will include analyzing assessment data and students exiting Tier 2 | $0 |
| | KCWP 5: Design, Align and Deliver Support<br><br>Addressing this process will ensure that students are | Highly qualified teachers will deliver evidence based math instruction twice a week after school to a targeted group of 3-5 graders in order to decrease novice and | MAP | Winter to Spring MAP data | $3240 |

| | | | | | |
|---|---|---|---|---|---|
| | identified who might be "at risk:. | apprentice and increase proficiency. (SWP 1,2,3,8,9,10) | | | |
| | | During MTSS time instructional assistants will utilize evidence based strategies in math to work with identified students to increase proficiency. (SWP 6,7,10) | Exit tickets | Analyzing exit tickets to determine next steps | $0 |

5: Growth

Goal 5: Decrease the combined average of students scoring novice and apprentice in reading and math from 55.5% to 51.5%.

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

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Decrease the number of students scoring novice and apprentice in reading from 51% to 49.5% by Spring 2019, as measured by KPREP. | KCWP 2: Design and Deliver Instruction<br><br>Addressing this process ensures that all users of assessment data use information to benefit student learning. | Highly qualified teachers, including a certified interventionists, as well as instructional assistants, in grades K-5 will deliver intentional instruction in reading based on various sources of formative and summative assessment data that include priority standards during MTSS time in order to meet individual needs of all students. (SWP6,7,10) | DRA, MAP, PASS, Primary Spelling Inventory(WTW), Project Based Assessments on priority standards | PLC agenda minutes that includes assessment data that addresses priority standards. These minutes will include remediation and enrichment for students who need it. | $0 |
| | | Highly qualified teachers will utilize a district pacing guide in reading to help ensure tier 1 instruction is highly effective for all students.(SWP 2,3) | Walkthroughs<br>Mastery of standards | Feedback from walkthroughs and mastery of standards checklists | $0 |

| | | | | | |
|---|---|---|---|---|---|
| | KCWP 5: Design, Align and Deliver Support<br><br>Addressing this process will ensure that students are identified who might be "at risk:. | Highly qualified teachers will deliver evidence based reading instruction twice a week after school to a targeted group of 3-5 graders in order to decrease novice and apprentice and increase proficiency. (SWP 1,2,3,8,9,10) | MAP | Winter to Spring MAP data | $3240 |
| | | During MTSS time instructional assistants will utilize evidence based strategies in reading to work with identified students to increase proficiency. (SWP 6,7,10) | Exit tickets | Analyzing exit tickets to determine next steps | $0 |
| | | Highly qualified teachers will participate in co-teaching professional learning through OVEC in order to decrease novice and increase proficiency for our SWD. (SWP 1,3,4) | OVEC walkthroughs | Feedback and support provided for our co-teaching teams through OVEC. | $0 |
| | | Highly qualified teachers will implement the co-teaching model in order to decrease novice and increase proficiency for SWD. (SWP 1,3,4,10) | OVEC walkthroughs | Feedback and support provided for our co-teaching teams through OVEC. | $0 |
| Decrease the number of students scoring novice and apprentice in math from 60% to 58.5% by Spring 2019, as measured by KPREP. | KCWP 2: Design and Deliver Instruction<br><br>Addressing this process ensures that all users of assessment data use information to benefit student learning. | Highly qualified teachers, including a certified interventionists, as well as instructional assistants, in grades K-5 will deliver intentional instruction in math based on various sources of formative and summative assessment data that include priority standards during MTSS time in order to meet individual needs of all students. (SWP6,7,10) | MAP | PLC agenda minutes that includes assessment data that addresses priority standards. These minutes will include remediation and enrichment for students who need it. | $0 |
| | | Highly qualified teachers will utilize a district pacing guide in math to | Walkthroughs<br>Mastery of standards | Feedback from walkthroughs and mastery of standards checklists | $0 |

| | | | | | |
|---|---|---|---|---|---|
| | | help ensure tier 1 instruction is highly effective for all students.(SWP 2,3) | | | |
| | KCWP 5: Design, Align and Deliver Support<br><br>Addressing this process will ensure that students are identified who might be "at risk:. | Highly qualified teachers will deliver evidence based math instruction twice a week after school to a targeted group of 3-5 graders in order to decrease novice and apprentice and increase proficiency. (SWP 1,2,3,8,9,10) | MAP | Winter to Spring MAP data | $3240 |
| | | During MTSS time instructional assistants will utilize evidence based strategies in reading to work with identified students to increase proficiency. (SWP 6,7,10) | Exit tickets | Analyzing exit tickets to determine next steps | $0 |
| | | Highly qualified teachers will participate in co-teaching professional learning through OVEC in order to decrease novice and increase proficiency for our SWD. (SWP 1,3,4) | OVEC walkthroughs | Feedback and support provided for our co-teaching teams through OVEC. | $0 |
| | | Highly qualified teachers will implement the co-teaching model in order to decrease novice and increase proficiency for SWD. (SWP 1,3,4,10) | OVEC walkthroughs | Feedback and support provided for our co-teaching teams through OVEC. | $0 |

## 6: Transition Readiness

Goal 6 Increase the combined (reading and math) percentage of students scoring transition ready from 29% to 32.5% by 2021 as measured by MAP.

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

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Increase the number of gap students who are transition ready in reading from 56% to 57.5% by Spring 2019, as measured by MAP. | KCWP 6:Establish Learning Culture and Environment<br><br>Addressing this process ensures that students receive best practice instruction. | Students who are middle school ready in reading will be recognized at our Monday morning meetings in order to provide recognition of student achievement and motivation for students who are still working towards middle school readiness. (SWP 2) | MAP | District wide CCR data chart | $0 |
| | | Students in grades K-5 will participate in three career days throughout the school year. Exposure to various careers will help students who are still working towards middle school readiness. (SWP 6,7) | Student Surveys | Analysis of student surveys to determine effectiveness and next steps | $0 |
| | | Students will engage in goal setting before fall, winter and spring MAP testing in order to motivate them towards reaching that goal and | MAP | Students will monitor goals in their leadership notebooks | $0 |

| | | | | | |
|---|---|---|---|---|---|
| | | making gains towards middle school readiness. (SWP 1,2) | | | |
| | | Identified students will be paired with mentors from Bullitt Central's beta club to help increase motivation which will help promote student learning and engagement. (SWP 2) | MAP, student survey | Determine next steps based on student survey | $0 |
| | KCWP 2: Design and Deliver Instruction<br><br>Addressing this process ensures that all users of assessment data use information to benefit student learning. | Students will engage in goal setting for reading MAP testing before fall, winter and spring sessions in order to motivate them towards reaching that goal and making gains towards middle school readiness. (SWP 1,2) | MAP | PLC agenda minutes that includes assessment data that addresses priority standards. These minutes will include remediation and enrichment for students who need it. | $0 |
| Increase the number of gap students who are transition ready in math from 36% to 37.5% by Spring 2019, as measured by MAP. | KCWP 6:Establish Learning Culture and Environment<br><br>Addressing this process ensures that students receive best practice instruction. | Students who are middle school ready in math will be recognized at our Monday morning meetings in order to provide recognition of student achievement and motivation for students who are still working towards middle school readiness. (SWP 2) | MAP | District wide CCR data chart | $0 |
| | | Students in grades K-5 will participate in three career days throughout the school year. Exposure to various careers will help students who are still working towards middle school readiness. (SWP 6,7) | Student Surveys | Analysis of student surveys to determine effectiveness and next steps | $0 |
| | | Students will engage in goal setting for math before fall, winter and spring MAP testing in order to motivate them towards reaching that | MAP | Students will monitor goals in their leadership notebooks | $0 |

| | | | | | |
|---|---|---|---|---|---|
| | | goal and making gains towards middle school readiness. (SWP 1,2) | | | |
| | | Identified students will be paired with mentors from Bullitt Central's beta club to help increase motivation which will help promote student learning and engagement. (SWP 2) | MAP, student survey | Determine next steps based on student survey | $0 |
| | KCWP 2: Design and Deliver Instruction<br><br>Addressing this process ensures that all users of assessment data use information to benefit student learning. | Students will engage in goal setting for reading MAP testing before fall, winter and spring sessions in order to motivate them towards reaching that goal and making gains towards middle school readiness. (SWP 1,2) | MAP | PLC agenda minutes that includes assessment data that addresses priority standards. These minutes will include remediation and enrichment for students who need it. | $0 |

## 7: Other (optional)

Goal 7 (*State your goal):*

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

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

# 2018-2019 Phase Three: Closing the Achievement Gap Diagnostic_12112018_14:41

Phase Three: Closing the Achievement Gap Diagnostic

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/14/2018
Status: Open

# 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.

Free and reduced lunch population - 60.8% Students with disabilities - 11%

**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.

The gap population at Roby Elementary is primarily made up of students with disabilities and students who receive free and/or reduced lunch. The culture and climate of Roby Elementary holds all students to high expectations, including students who fall into the gap group. Due to the need of our gap population we are implementing several strategies to provide learning opportunities as needed. For our students with disabilities we are going to begin implementing co-teaching. The purpose of this is for students with disabilities to be exposed to grade level content, but get their accommodations in the least restrictive environment. We will also be offering after school extended learning opportunities for students in the areas of reading and math. The purpose of this is so our most at-risk students receive additional support from certified teachers in reading and math to increase student mastery of grade level standards. This will impact our culture by providing students with increased opportunities for continuous improvement and success. As a result of this students will begin to take ownership of their learning and feel proud of the work they have accomplished.

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

Our free and reduced lunch gap continues to exist and is an area of concern based on data trends over the past two years. In reading and math we have increased in the area of novice and apprentice and decreased in the area of proficient and distinguished. We did show a decrease in novice in the area of writing, but we also saw a significant increase in the area of apprentice which caused a decrease in our proficient and distinguished. Our students with disability gap shows a slightly different trend. Our novice reduced in both reading and math, but we have shown an increase in apprentice students and a decrease in proficient and distinguished.

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

Based on analysis of the gap group our free and reduced lunch population has reduced novice in the area of writing. Our students with disability has shown improvement by reducing novice in the areas of reading and math.

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

Students who receive free and reduced lunch have lacked progression in all content areas. Students receiving free and reduced lunch showed an increase in novice and apprentice and a decrease in proficient and distinguished in the areas of reading and math. In writing we saw a significant increase in apprentice which decreased our proficient and distinguished. Students with disabilities showed a similar trend. Students with disabilities showed an increase in apprentice in both reading and math and a decrease in proficient and 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).*

The schools professional development plan includes training for all special education and regular education teachers in co-teaching, which will be provided by OVEC. This will focus on our students

with disabilities. This professional development will help both the special education teacher and the regular education teacher understand the different co-teaching practices, choose the one they want to implement and begin implementation. OVEC will continue to follow up and provide support throughout the school year. This will allow our students with disabilities to receive grade level content, using their accommodations, in the least restrictive environment. This will help us decrease gaps in learning. The schools professional development plan will also include a reboot of PBIS. ABRI will be working with the PBIS team to plan and present this professional learning. This will help us strengthen our tier 1 expectation,s and allow teachers to be proactive, which will help foster an environment where students feel safe. It will give teachers positive strategies that will help them in the classroom. We will utilize ESS funds to provide opportunities for gap students to attend after school tutoring from a certified teacher in both reading and math. This will help our gap students increase in proficiency.

## ATTACHMENTS

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

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

We have undergone several changes that has prevented us from closing the achievement gap. One factor that has prevented us from closing the achievement gap is administration and teacher turnover rates. This has created inconsistency among leadership, grade level teams and teachers confidence in their content area standards. Another condition that has prevented us from closing the achievement gap is the inexperience of our certified staff. Our certified classroom and special education teachers have a combined average experience of 7 years. Since a large number of teachers are newer to the teaching profession there is not enough implementation of high yield effective strategies being used in the classroom.

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.

SBDM committees have been used to involve teachers in the continuous improvement and planning process process as it is related to closing the achievement gap. Specific teams have been involved in specifically identifying students, analyzing their needs and creating plans that will help close the achievement gap for our gap groups. School committees consists of environment, efficiency, academic review and light house. To involve outside stakeholders we utilize our FRC coordinator to reach out to community partners, ABRI to help improve our intervention system for both academics and behavior, a school based therapist to work with students who have experienced with trauma and Centerstone which provides Dino School for students who need it. In addition, we utilize the resources OVEC provides to help train us in effective strategies in the areas of math and writing. We also have reading and math family nights where parents are invited to engage in learning strategies they can take home and use with their children.

## 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).

Our Gap Goals are as follows: Increase the reading percentage of students with disabilities scoring proficient/distinguished from 21.9% to to 23.4% by spring 2019, as measured by KPREP. Increase the reading percentange of free and reduced lunch students scoring proficient/distninguished from 39.7% to 41.2% by spring 2019, as measured by KPREP. Increase the reading percentage of free and reduced lunch students scoring proficient/distninguished from 39.7% to 41.2% by spring 2019, as measured by KPREP. Increase the math percentage of students with disabilities scoring proficient/distinguished from 12.5% to 14% by spring 2019, as measured by KPREP. Increase the math percentage of free and reduced lunch students from 30.5% to 32% by spring 2019, as measured by KPREP. Increase the writing percentage of free and reduced lunch students from 38.1% to 39.6% by spring 2019, as measured by KPREP.

**ATTACHMENTS**

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

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

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

N/A

**ATTACHMENTS**

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

# ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| Achievement Gap Identification | This identifies the percentages of our achievement gap groups. | III |
| Roby Measureable Gap Goal | Roby's goals for closing the achievement gaps. | III |

# 18-19 Phase Three: Executive Summary for Schools_12102018_15:06

Phase Three: Executive Summary for Schools

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/14/2018
Status: Locked

# TABLE OF CONTENTS

Executive Summary for Schools ..... 3
ATTACHMENT SUMMARY ..... 6

# Phase Three: Executive Summary for Schools

## Executive Summary for Schools

### Description of the School

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

Roby Elementary has approximately 494 students in preschool through grade 5. We are located in Shepherdsville, the county seat of Bullitt County. Our population is diverse in the area of socio-economics. With just under 62 percent of our students qualifying for free and reduced lunch. The other 38 percent are from homes that have one or two guardians that are working, but face typical financial challenges. Some of our students have one or both guardians that are unemployed. We have a few of our students from homes that have the opportunity to travel some and be exposed to experiences outside of school and extra curricular activities that enhance their education. We have a significant number of students that do not live with two parents and several students that are being raised by grandparents. Beyond residential areas that include apartments and small to medium sized homes, our district has motels that house homeless students and their families. In recent years, it is not unusual to enroll 2 or 3 families that are homeless at any given time. We have a relative transient population due to our proximity to Louisville and Shepherdsvillle Elementary and the accessibility to county government. Our staff is a diverse group of individuals that range from seasoned teachers to brand new to the field of education. We have approximately 55 staff members, including 34 certified staff members and 13 classified staff members. This includes 7 new teachers, 2 new classified teachers and 3 teachers new to Roby. At the end of last school year we redistricted and gained students from another school, which changed the demographics of Roby by increasing our free and reduced lunch population and our students with disabilities population.

**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.

The mission of Roby is "To educate all students so that they learn and develop at the highest level as measured on state and national assessments. We commit to implementing best practices to ensure success." Our vision is to be "Exemplary Leaders and Learners." The staff at Roby developed the vision and mission as part of our PBIS systems in collaborative effort with parents and community members. Our practice of implementing Leveled Literacy Instruction, Literacy Footprints, Rewards, Compass, Number Talks and additional instructional time are examples of meeting the needs of "all" students. We have established clear expectations that make a positive impact on our culture through the implementation of "positive behavior support instruction," utilizing ABRI, and the Leader in Me Initiative. We strive to implement instruction and culturally diverse strategies that develop life long learners and leaders. We have staff members that have served as district PD leaders, seek out and attend additional professional development leadership roles for the school and district, such as Safety Coordinator, Webmaster, BCEA Representative, Robotics, STLP, Energy Team Coordinator, Archery, Track and Volleyball. We recognize and celebrate

achievements at quarterly awards ceremonies, weekly Monday meetings, Sharpen the Saw and Roby News.

## ATTACHMENTS

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

### Notable Achievements and Areas of Improvement

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

Academic achievements include, 12% of our students scored novice on KPREP writing compared to the state average of 18.2%. 36% of our students scored proficient on KPREP writing compared to the state average of 33%. We saw a 14.3% decrease in novice reading on KPREP and a 10.2% decrease in novice math on KPREP among our students with disabilities. Overall we need to work on increasing proficiency and decreasing novice and apprentice in all academic areas for all students. We are in the process of restructuring our intervention time to make it more effective at meeting the needs of all students. Certified teachers will be doing tier 2 and tier 3 instruction using evidence based research strategies and classified instructional tutors will be using evidence based strategies with apprentice students during a designated block of time for both reading and math. We are also identifying priority standards in both reading and math and are working on creating project based assessments to assess mastery of those standards. We have several teachers in grades K-3 participating in district wide initiatives, such as the Bellarmine Literacy Project and the Thinking Focus Co-hort. We continue to implement Professional Learning Communities (PLC's) where we focus on data and next steps. We are working on restructuring parts of our PLC's to empower teacher leaders by training facilitators for each grade level. We are also going to put more emphasis on data analysis and follow up with next steps. Students are offered multiple opportunities to participate in after school events, such as, archery, track, volleyball, STLP and Pack. We have a counseling program that helps support the Seven Habits by Steven Covey and helps students understand the importance of respect. Students are also taught to take a more active role in their decisions, both academic and personal. We also utilize the instructional coach to support teachers and improve teacher performance in a variety of ways. Roby has a PTA that collaborates with the school, parents and ccommnity to support our mission. Parents play a vital part of our school SBDM and are invited to become partners with staff to improve student achievement. Our community partners include, Shepherdsville Police Department and Fire Department, Bullitt Central High School, and various other professionals who have graciously volunteered on career days. Students are encouraged through our work ethic program to volunteer their time and efforts to improve the community. We are working with ABRI to help us make the connection between behavior and academics as well as helping us improve our tier 1 behavior system and tier 1 core instruction. We are also working with our Leader in Me liaison too help us continue to ensure that students are taking on active leadership roles and monitoring their own learning.

## ATTACHMENTS

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

### Additional Information

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

N/A

## ATTACHMENTS

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

# ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|

# 18-19 Phase Three: Title I Annual Review_12112018_12:22

Phase Three: Title I Annual Review

**Roby Elementary School**
Tonya Hill
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/19/2018
Status: Locked

# TABLE OF CONTENTS

Title I Annual Review ..... 3
Comprehensive Needs Assessment ..... 4
Schoolwide Plan ..... 5
Parent and Family Engagement (ESSA Section 1116) ..... 6
Evaluation of the Schoolwide Program ..... 7
ATTACHMENT SUMMARY ..... 9

# Phase Three: Title I Annual Review

## Title I Annual Review

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

## Comprehensive Needs Assessment

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

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

The needs assessment process helped us identify critical areas for improvement and strengths based on multiple sources of data. Sources: In addition to the AdvancED standards we also used MAP, Common Assessments, Attendance Data, Progress monitoring of academic and behavior data through RTI, DRA, PASS, work samples, cold writes with rubrics, live scores, learning checks and other formative assessments sources, and walk-through data.

**ATTACHMENTS**

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

## Schoolwide Plan

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

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

Strategies: Increase the averaged combined reading and math K-PREP scores from 44.6% to 49.1% in 2021, increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 27.7% in 2018 to 32.2% in 2021, reduce the number of students scoring novice in reading and math by 50% in the year 2021. Strategies were selected based on evidence based practices that used data to improve instruction and student achievement. The Fall and Spring Parent Nights, RTI/Academy Teacher Position, ESS Tutor Position, Evidence based resources to support tier 2 students, and Parent Involvement Activities were supported with Title I funds.

**ATTACHMENTS**

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

## Parent and Family Engagement (ESSA Section 1116)

**Rationale:**

• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)

• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).

• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).

• To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

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

Based on the data from the parent surveys from our Title I math and literacy events parents responded positively to both. After each title I family night parents are given the opportunity to take a survey and reflect on the events. According to the surveys from our spring math night approximately 77% of parents left with an activity they could do at home with their child and 100% of parents said they would return to another math family night. According to the survey from our fall literacy night 87% of parents found the literacy take home activities beneficial. 90% of parents rated the literacy night as either good or excellent. We had great attendance at both the math and literacy events. We also have a SBDM Parent Involvement Policy that is reviewed by parents and SBDM yearly to help involve stakeholders.

**ATTACHMENTS**

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

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

Based on the data from the parent surveys some changes will be made to improve our family engagement programs. Based on the survey from our math event, we did not have many parents take the survey. With the help of our Family Resource Coordinator and stakeholders we will offer incentives for parents to review the parent compact and complete the surveys at the title I events. We will also do a better job with our communication about the title I parent compact so parents can offer more effective feedback. Based on feedback from SBDM we will also be working on a title I brochure that will include what does Title I mean, academic strategies that parents can use at home to help improve learning, ways to support literacy development, information about Read to Achieve, Extended School Services (ESS), and information about how parents can be more involved at school.

**ATTACHMENTS**

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

## Evaluation of the Schoolwide Program

**Rationale:**

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

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

We utilize multiple sources of data, such as KPREP, MAP, DRA and other formative and summative assessments to determine the effectiveness of our schoolwide programs. We utilize Bullitt Days and PLC's to analyze data and plan recovery lessons. Time is allowed for teachers to work in both grade level teams and vertical teams where critical conversations about the data and effectiveness of our programs and strategies are being had.

**ATTACHMENTS**

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

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

Based on evaluation results the most effective components of our schoolwide program has been as follows: Utilizing PASS data to focus heavily on phonological awareness in K-1, Leveled Literacy Instruction for tier 2 and tier 3 students, workshop model framework in reading and math, schoolwide WIGS with a focus on math fluency at all grade levels, a heavy emphasis on growth mindset at the beginning of the school year, and working with OVEC to help improve our writing instruction. Based on evaluation results the least effective components of our schoolwide program is the level of rigor in all content areas, not exiting tier 2 students from RtI on a consistent basis, and lack of teacher experience.

**ATTACHMENTS**

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

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

Based on multiple data sources our trend data shows that our novice has been increasing, our proficient and distinguished has been decreasing and we are not moving students out of apprentice. This shows that our schoolwide program is not been as effective as it should be. Based on that trend data, during our RtI time, we will be focusing on implementing and monitoring evidence based strategies to all students to determine effectiveness and make changes as necessary. We are also going to be utilizing our instructional tutors to target specific evidence based instruction for our apprentice students. We will also monitor the effectiveness of that instruction by utilizing AIMSweb data weekly for tier 3 students and bi-weekly for tier 2 students, along with CBM assessments. We will also utilize exit tickets and MAP. The second half of our Bullitt Days we will provide specific, targeted professional learning for all new teachers based on high yield strategies and evidence based practices. Our goal is to begin to decrease novice, move apprentice and increase our proficiency by implementing and monitoring evidence based strategies.

## 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) |
|---|---|---|
| Agenda (KPREP Analysis & Bullitt Day AdvancED) | KPREP analysis, determine strengths, weakness, patterns, trends, and areas of need. Analyze AdvancED learning environment to discuss what we have implemented and identifying next steps. | 1, 2, 4A, 4B |
| Agendas | Agendas for KPREP analysis and AdvancED Learning Environment | 1, 3A |
| Committee Updates | Leadership Committee takes the lead on Title 1 information, events, compacts | 3A |
| SBDM Minutes | SBDM Minutes | 2, 3A |
| Title 1 Parent Evaluation Plan | Title 1 Parent Evaluation Plan | 3A, 3B, 4C |
| Title 1 Survey | Parent surveys | 1, 3A |