

Phase One: Continuous Improvement Diagnostic_09212018_09:09

Phase One: Continuous Improvement Diagnostic

Zoneton Middle School
Ann Ford
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 09/27/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

The TELL survey shows the lowest ratings in the area of Community Support with only 60% of staff feeling that parents are influential decision makers and support teachers. The School Quality Factors survey again supports that teachers feel parents, families, and guardians are not actively involved in a child's learning with 90% of staff feeling some or few are involved. SBDM council members, PTSA Officers, and the Administration and Instructional Leadership Team were asked to highlight The Missing Piece Rubric according to the descriptors for each Objective based on their knowledge of Zoneton Middle School. The majority of stakeholders felt the school had areas of apprentice and novice in Objective One. Stakeholders felt if we "Strive to build strong relationships with families that contribute to teaching and learning," families would have more opportunities to be involved in school decision making, show support for teachers, and feel more involved in their child's learning. Practices that would build strong relationships with families include: - Positive family contacts *Positive parent phone calls each nine weeks from mentor teachers *Parent of the month recognized at school assemblies *Parent appreciation tokens in the front office - Family nights incorporating academic performance, behavior, and relationship building components *Summit night with dinner (donated by a community partner), staff intentionally focused on building personal relationships with families *Parent, Student, and Teacher conferences with additional stations for information on internet safety, navigating Google, and family photo opportunities. *Collaboration with PTSA on a family movie night - Parents are actively welcomed in school activities and decision making *Increase collaboration with SBDM parent representatives *Consistent staff meetings with PTSA *Active athletic boosters *Increase parent participation by offering daycare during events The above actions will ensure staff systematically and intentionally build relationships so that all stakeholders are actively involved in their students' educational progress.

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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.

To encourage the engagement of a variety of stakeholders the following parent and community organizations will be involved in the formation of the CSIP: - SBDM, PTSA, the Hillview Chamber of Commerce, the Academic and Behavior Response to Intervention Committee, the Administrative Leadership Team, and the Zoneton Middle School Staff - Stakeholders will be informed of their duties in agendas and minutes of the above-named organizations - Schedules and calendars are determined by consensus based on stakeholders' schedules - Calendars are kept and shared with all stakeholders as well as posting on the school website, in the newsletter, and through one-calls. - The plan will be monitored by the review of goals and activities by SBDM, PTSA, and during faculty meetings, as well as the analysis of Parent surveys sent twice a year. Feedback is requested at all school events by posting on a family bulletin board. The above actions will ensure stakeholders are included in the decision-making process of the school and that they are a vital part of our community.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_10012018_14:37

Phase Two: The Needs Assessment for Schools

Zoneton Middle School
Ann Ford
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Data results are analyzed by these committees and stakeholders: The Administration Team, The Academic and Behavior Response to Intervention Team/Instructional Leadership Team, Grade Level Summit Teams, Content PLCs, School-Based Decision-Making Committee. The Administration Team consists of Ann Ford (principal), Fin Burton (assistant principal), Debbie Burford (counselor and PBIS coach), and Ondrea Smallwood (Instructional Coach). The AT meets weekly. Electronic Notes are taken by the principal. The team analyzes academic, behavior, and summit (a personalized learning computer-based program) data to determine next steps for the ABRI/ILT committee, faculty meetings, teacher planning days, and PLC (Professional Learning Communities) next steps. The ABRI/ILT consists of the AT, team leaders, a University of Louisville representative, and an at-large member. Data is collected, organized into charts and graphs, and presented to the committee for analysis. An agenda is prepared by the PBIS coach and minutes are taken by the principal. The data is used to determine school-wide decisions and the team leaders relay this back to the teachers on each grade level team. Grade Level Summit Teams consist of all the teachers in a grade and meet every two weeks. They meet to analyze the percentage of focus areas passed by students and to determine small groups for cognitive skills work. Notes are kept by the team leaders. Content PLCs meet weekly to address the four PLC questions (what do we need them to know, how will we know they learned it, what do we do for the students who do not know it, what do we do to enhance for the ones who do know it). PLCs analyze assessment and project data to determine small group work needed. A teacher completes a PLC analysis worksheet and it is reviewed by the Instructional Coach. The SBDM acts as a liason between the staff and parents to increase student achievement through assessment data and non-cognitive data. An agenda is created by the SBDM chairperson (principal) and minutes are taken by the SBDM secretary (principal).

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Current Academic State based on 2017-2018 KPREP: Reading Proficient/Distinguished Scores stayed the same from 2016-2017 at 49.9% (10.1% less than the state average) Reading Novice Scores - 2017-2018 23.4% of all students were Novice, an increase of 4.6 over 2016-17(4.2% higher than the state average) Math P/D scores for 2017-2018 were 37.9% which was a decrease of 10.9% from the previous year and less 7.1% from the state average. Math Novice scores were 16.6%, an increase of 0.9% from 16-17 and 2.4% higher than the state. An area of growth includes 8th-grade reading: 53% of students were P/D and 20% novice (a 3.1% increase in P/D and a 2% decrease in Novice) Another area of growth includes Sixth-grade math scores: 45% of student were P/D (an increase of 1.1%) and 14% Novice (a decrease of 4.9%) Lastly, Social Studies had 9.7% novice, which is a decrease of 0.4%. There is a definite deficit in the Reading and Math KPREP scores of all students and students with disabilities with a gap of 31% in reading and 26.6% in math. RTI numbers for 2017-2018 ranged from 40-75 students. After restructuring RTI to more accurately meet Tier I, II, and III definitions, we have seen a decrease in 2018-2019 first quarter with 38 RTI students in Reading and 39 students in RTI Math. 2017-2018 MAP data shows an increase of 4.5% Novice students from Fall 2017 to Spring 2018 for Reading. Data shows a decrease of 5.9% P/D. Math data shows a similar trend of an increase of 2.1% and a decrease in proficient of 6.8%. An area of growth was in 6th grade Math where novice decreased 12.03% from Winter to Spring and P/D increased 5.1% overall. The attendance goal for 2017-2018 was 96%. The percentage for the year was 94.38%, which was a decrease of 0.87% from the 2016-2017 school year. Teacher turn-over was less than 10%. Behavior Referrals increased from 164 to 339. Volunteer Hours decreased from 3255 to 2461. TELL Survey areas of growth include students following rules (50% of teachers feel students do not follow rules). Other areas of the TELL survey were over 60%.

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Priorities/Concerns

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

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

Areas of weakness: Students with disabilities scored significantly lower than all students. In reading, SWD scored 18.9% P/D while all students scored 49.9%. In math, SWD scored 11.3% P/D while all students scored 37.9%. Another area of weakness is our Positive Behavior initiatives. Behavior referrals are up 175 and 50% of teachers do not feel students follow the rules. Lastly, parent involvement is down as demonstrated by volunteer hours decreasing 794 hours.

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Trends

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

Our students with disabilities, community relations, and behavior remain the significant areas for improvement. Stakeholders must decrease the gap between SWD and all students, build positive community relations so that all stakeholders feel involved in the decision-making process, and ensure PBIS are in place so that optimum teaching conditions and a positive school climate are exuded. The trend data for students with disabilities show a decrease in Reading Novice over a three-year period from 2015 to 2017. The percentage for 2018 showed a slight increase but still less than the state average: 57.1% (2015), 57.4% (2016), 40.8% (2016), 43.4% (2017). The state average for 2017 was 47.8%. Proficient reading data for SWD was at a four year high of 17% but distinguished was down, therefore P/D is the 2nd highest in a 4-year period: 14.3% (2015), 22.2% (2016), 12.2% (2017), 18.9% (2018). Math data for novice SWD was similar to Reading novice data. Novice math data for SWD decreased to its lowest over the four year period: 55.6% (2015), 40.7% (2016), 44.9% (2017), 39.6% (2018). Math P/D decreased over the four-year period from the 2016 percentage of 18.5 to 11.3% for 2018. Writing data for SWD show novice above the state average and P/D below the state average: SWD in 2018 novice 64.7% (state 48.3%) and P/D 5.9% (state 11.0%) According to the 2017 TELL Survey, 60% of teachers feel parents support teachers. Comments from the Title I Parent Survey were of a similar nature when asked about communication between ESS teachers and parents for student progress: 33% felt they were not informed either by report, telephone, or conference. Further comments from parents suggest they would like more activities that involve parents. The low turnout for SBDM voting also suggests more community involvement is needed: 2 voting parents in 2017 and 3 voting parents in 2018. The TELL survey indicated only 50% of our teachers feel students follow rules. Analysis of discipline data from Infinite Campus also sho an increase in discipline issues with an increase of 175 referrals from 2017 to 2018.

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Growth in Reading, Math, Science, Writing/Decrease in gap for Students with Disabilities, and Behavior Modification: School leaders and teachers are continuing to refine the PLC process through professional learning and monitoring of the system by school leadership. This process will lead to a more aligned curriculum, stronger collaboration among stakeholders, the ability to analyze data, and use it to make informed decisions on daily practices. Standards were aligned to the Summit PLT and project platform to ensure students are reaching mastery on grade level content standards. During the 2018 school year, teachers have or will attend the following professional learning opportunities in writing, reading, math, special education, science, and behavior. These professional learning opportunities allow teachers to learn and grow alongside other educators to ensure the best practices and research-based strategies are implemented in the classroom to grow students academically in writing, reading, math, and science. Professional Learning will include The Ron Clark Academy, KCEC Conference, KCMT Conference, Writing and Literacy Project at U of L. Classroom resources for Science TCT practice, Social Studies Document Based Question Writing, and Why Try for behavior interventions have been purchased. Teachers use department level PLCs to determine implementation in the classroom. Decrease Gap for SWD: During the 2018 school year, the special education teachers will have a common planning period so that they may work as a PLC. During this time, teachers will ensure consistency of progress monitoring and ensure the consistency of the implementation of specially design instruction. This process will allow teachers to assess students' current abilities and intentionally plan SDI and SAS for their growth. Community Building: During the 2018 school year, all stakeholders will build positive and collaborating relationships by attending evening events intentionally planned to educate parents, conference with teachers, and showcase student academic growth. Other opportunities to collaborate with community agencies will include policemen and firemen events with students, chamber of commerce participation by the school, and continued participation in community projects that provide students' the opportunity to give back to the community. Behavior: ZMS will continue to collaborate with the U of L to monitor academic and behavior data through the ABRI committee. ZMS has also revised the classroom and office referral so that there is a clear distinction between the two and the behaviors are clearly defined for teachers, students, and parents. The MTSS process is being revised so that the interventions are more clearly defined within the Tier System. The In School Suspension Process has been revised so that the ISAP classroom is more isolated, the layout of the room is more structured, students sign a contract saying they will adhere to the rules, and breaks are intentionally scheduled. This will ensure a more dedicated space resulting in less disruptions and distractions for the ISAP teacher to monitor and mentor students who display repeated negative behaviors.

ATTACHMENTS

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Strengths/Leverages

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




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

As a Title I school, we are seeing growth in 8th grade reading with the percentage of P/D increasing from 49.9% to 53% and novice decreasing from 22% to 20%. There was growth in 6th-grade math with the percentage of P/D increasing from 43.9% to 45% and novice decreasing from 18.9% to 14%. Our trend is showing 49.9% of all students are P/D, which is higher than 2015-2017 (38.6%, 49.3%, 49.3%). The 6th-grade failure rate was 0%. Our free and reduced population is not showing a significant gap in P/D with Reading novice at 28.5% (all students 23.4%); proficient is 37.9% (all students 40.8%) and this is highest in a 3-year trend (29.8%, 36.1%, 34.9%). Math free and reduced distinguished students are 5.5% congruent to 2017 of 5.6%.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 ABRI/ILT Meeting Agenda and Notes	The agenda and notes taken demonstrate the goals the committee have set for the school year.	
 Faculty Meeting Agenda	The agenda is for the September faculty meeting where KPREP data was viewed and explained.	
 SBDM Minutes August 2018	SBDM Minutes	

Phase Two: School Assurances_10252018_11:13

Phase Two: School Assurances

Zoneton Middle School

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Professional Development

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS**ATTACHMENTS**

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Instructional Strategies

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Targeted Assistance Activities

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Parent and Family Engagement

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Title I Application

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

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

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

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








- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 CSIP	CSIP Goal Builder	5
 Master Schedule 2018-2019	Master Schedule for the current school year	5
 Parent Open House Agenda	The parent open house agenda documents where parents were presented with the Title I Compact and Parent Involvement Policy. There was an area on the document for parent feedback.	8
 Professional Development Plan	This is a copy of the PD plan. The SBDM signature page will be attached separately.	2
 SBDM Parent Involvement Policy	The Zoneton MS SBDM Parent Involvement Policy and the Title I Compact	8
 SBDM Signature Page for PD Plan	Signature page from SBDM meeting when council voted to approve.	2
 Title I Compact	Title I Compact	10

Phase Two: School Safety Report_10172018_11:05

Phase Two: School Safety Report

Zoneton Middle School
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Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

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

yes

ATTACHMENTS

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

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

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

yes

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

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

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

yes

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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

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

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

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

yes

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

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






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

yes

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Drill Documentation 2018-2019	The attached form documents fire and other disaster drills for 2018-2019	7, 8
 Emergency Plan 2018-2019	The School Wide Emergency Plan contains operational information and procedures in the case of emergency events. It is distributed to the staff at the beginning of the year and reviewed. The local law and fire departments review and sign, then receive a hard copy.	1
 SBDM Agenda August 2018	Council agenda documenting review and consent of emergency plan	5
 SBDM Minutes August 2018	Minutes document review and consent of emergency plan	5
 Teacher Opening Day Agenda	See list of items reviewed with teachers by administration	6

Phase Three: Comprehensive Improvement Plan for Schools_11142018_09:50

Phase Three: Comprehensive Improvement Plan for Schools

Zoneton Middle School

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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


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

N/A

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2019 CSIP	Attached is the Comprehensive Improvement Plan for Zoneton Middle School, Bullitt County, KY	

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 (State your proficiency goal): *Increase the combined reading and math percentage of proficient/distinguished students from 43.9% to 52.9% as measured by KPREP by 2021.*

<p>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.)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (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.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the number of students scoring prof/dist in reading from 49.9% to 51.9% as measured by KPREP by Spring of 2019.	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • Addressing this process ensures that regular education students and SWD will receive instruction on the core content for their grade and lesson plans and assessments will be congruent to core content. 	Curriculum alignment through ongoing reviews to unpack the standards: Teachers will unpack standards, compare to the Summit Curriculum (A Personalized Learning Platform), analyze gaps in instruction and develop a plan to address the gaps during teacher planning days and PLCs.	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; AdvancED tool; PLC feedback tool	No Funding Required
		Using the information from unpacking the standards, collaborative teams will design lesson plans that ensure all learning targets, activities, and assessments are congruent to the standards.	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; AdvancED tool; PLC feedback tool	No Funding Required
	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are 	Collaborative Teams will continue work with Solution Tree and Instructional Coach to systematize the PLC process of designing instruction and analyzing data each week.	Monitoring of PLC agendas and minutes, providing feedback	PLC agendas and minutes will be monitored and feedback given weekly	District Funding
		Planned professional learning for specific content and overall engagement of students will continue	Agenda for planning days, minutes from content meetings,	Walkthroughs by ABRI to collect data on engagement; Admin walkthroughs	No Funding Required

	mastering the core content and implementing strategies/enrichment if they are/ are not.	with participants presenting information at faculty meetings and on teacher planning days.	information from presentations		
Objective 2 Increase the number of students scoring prof/dist in reading from 37.9% to 41.9% as measured by KPREP by Spring of 2019.	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy Addressing this standard means that all projects/activities will be congruent to standards. 	<p>Projects within the Summit Platform will be analyzed for congruency to the standards and revised if necessary based on discussions within the PLC.</p> <p>Small group remediation within classrooms will be planned based on assessment data from the correlation between MAP data and Summit Platform data used to increase grade-level cognitive skills.</p>	PLC agendas and minutes	PLC agendas and minutes will be monitored and feedback given weekly	No Funding Required
	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards Addressing this process ensures that regular education students and SWD will receive instruction on the core content for their grade and lesson plans and assessments will be congruent to core content. 	<p>Curriculum alignment through ongoing reviews to unpack the standards: Teachers will unpack standards, compare to the Summit Curriculum (A Personalized Learning Platform), analyze gaps in instruction and develop a plan to address the gaps during teacher planning days and PLCs.</p>	Summit Data	Analysis of Summit data within PLCs and during ABR/ILT meetings	No Funding Required
		<p>Using the information from unpacking the standards, collaborative teams will design lesson plans that ensure all learning targets, activities, and assessments are congruent to the standards.</p>	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
			walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
		Collaborative Teams will continue work with Solution Tree and Instructional Coach to systematize the PLC process of designing instruction and analyzing data each week.	Monitoring of PLC agendas and minutes, providing feedback	PLC agendas and minutes will be monitored and feedback given weekly	District Funding
		Planned professional learning for specific content and overall engagement of students will continue with participants presenting information at faculty meetings and on teacher planning days.	Agenda for planning days, minutes from content meetings, information from presentations	Walkthroughs by ABRI to collect data on engagement; Admin walkthroughs	No Funding Required

	implementing strategies/enrichment if they are/ are not.					
	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy Addressing this standard means that all projects/activities will be congruent to standards. 	Projects within the Summit Platform will be analyzed for congruency to the standards and revised if necessary based on discussions within the PLC.	PLC agendas and minutes	PLC agendas and minutes will be monitored and feedback given weekly	No Funding Required	
		Small group remediation within classrooms will be planned based on assessment data from the correlation between MAP data and Summit Platform data used to increase grade-level cognitive skills.	Summit Data	Analysis of Summit data within PLCs and during ABRU/ILT meetings	No Funding Required	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the overall separate academic index score from 54.5% to 63.5% 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.
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the overall Science index score from 43.4% to 46.4% by 2019 as measured by KPREP.	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards Addressing this process ensures that regular education students and SWD will receive instruction on the core content for their grade and lesson plans and assessments will be congruent to core content. 	Curriculum alignment through ongoing reviews to unpack the standards: Teachers will unpack standards, compare to the Summit Curriculum (A Personalized Learning Platform), analyze gaps in instruction and develop a plan to address the gaps during teacher planning days and PLCs.	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
		Using the information from unpacking the standards, collaborative teams will design lesson plans that ensure all learning targets, activities, and assessments are congruent to the standards.	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are 	Collaborative Teams will continue work with Solution Tree and Instructional Coach to systematize the PLC process of designing instruction and analyzing data each week.	Monitoring of PLC agendas and minutes, providing feedback	PLC agendas and minutes will be monitored and feedback given weekly	District Funding
		Planned professional learning for specific content and overall engagement of students will continue	Agenda for planning days, minutes from content meetings,	Walkthroughs by ABRI to collect data on engagement; Admin walkthroughs	No Funding Required

Objective 2 <i>Increase the overall Social Studies index score from 70.7% to 73.7% by 2019 as measured by KPREP.</i>	mastering the core content and implementing strategies/enrichment if they are/ are not.	with participants presenting information at faculty meetings and on teacher planning days.	information from presentations		
	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy Addressing this standard ensures that all projects/activities will be congruent to standards. 	<p>Projects within the Summit Platform will be analyzed for congruency to the standards and revised if necessary based on discussions within the PLC.</p> <p>Small group remediation within classrooms will be planned based on assessment data from the correlation between MAP data and Summit Platform data used to increase grade-level cognitive skills.</p> <p>Curriculum alignment through ongoing reviews to unpack the standards: Teachers will unpack standards, compare to the Summit Curriculum (A Personalized Learning Platform), analyze gaps in instruction and develop a plan to address the gaps during teacher planning days and PLCs.</p> <p>Using the information from unpacking the standards, collaborative teams will design lesson plans that ensure all learning targets, activities, and assessments are congruent to the standards.</p> <p>Collaborative Teams will continue work with Solution Tree and Instructional Coach to systematize the PLC process of designing instruction and analyzing data each week.</p> <p>Planned professional learning for specific content and overall engagement of students will continue with participants presenting information at faculty meetings and on teacher planning days.</p>	PLC agendas and minutes	PLC agendas and minutes will be monitored and feedback given weekly	No Funding Required
	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards Addressing this process ensures that regular education students and SWD will receive instruction on the core content for their grade and lesson plans and assessments will be congruent to core content. 		Summit Data	Analysis of Summit data within PLCs and during ABRI/ILT meetings	No Funding Required
			walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
			walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and 		Monitoring of PLC agendas and minutes, providing feedback	PLC agendas and minutes will be monitored and feedback given weekly	District Funding
			Agenda for planning days, minutes from content meetings, information from presentations	Walkthroughs by ABRI to collect data on engagement; Admin walkthroughs	No Funding Required

	implementing strategies/enrichment if they are/ are not.				
	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy Addressing this standard means that all projects/activities will be congruent to standards. 	Projects within the Summit Platform will be analyzed for congruency to the standards and revised if necessary based on discussions within the PLC. Small group remediation within classrooms will be planned based on assessment data from the correlation between MAP data and Summit Platform data used to increase grade-level cognitive skills.	PLC agendas and minutes	PLC agendas and minutes will be monitored and feedback given weekly	No Funding Required
Objective 3 <i>Increase the overall Writing index score from 49.4% to 52.4% by 2019 as measured by KPREP.</i>	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards Addressing this process ensures that regular education students and SWD will receive instruction on the core content for their grade and lesson plans and assessments will be congruent to core content. 	Curriculum alignment through ongoing reviews to unpack the standards: Teachers will unpack standards, compare to the Summit Curriculum (A Personalized Learning Platform), analyze gaps in instruction and develop a plan to address the gaps during teacher planning days and PLCs. Using the information from unpacking the standards, collaborative teams will design lesson plans that ensure all learning targets, activities, and assessments are congruent to the standards.	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and implementing 	Collaborative Teams will continue work with Solution Tree and Instructional Coach to systematize the PLC process of designing instruction and analyzing data each week. Planned professional learning for specific content and overall engagement of students will continue with participants presenting information at faculty meetings and on teacher planning days.	walkthrough data, lesson plan review, PLC agendas and notes	Feedback Tool each month/entering data to track Teacher strengths and areas of growth; Advanced tool; PLC feedback tool	No Funding Required
			Monitoring of PLC agendas and minutes, providing feedback	PLC agendas and minutes will be monitored and feedback given weekly	District Funding
			Agenda for planning days, minutes from content meetings, information from presentations	Walkthroughs by ABRI to collect data on engagement; Admin walkthroughs	No Funding Required

	strategies/enrichment if they are/ are not.					
	<ul style="list-style-type: none">● KCWP 3: Design and Deliver <u>Assessment Literacy</u>● Addressing this standard means that all projects/activities will be congruent to standards.	Projects within the Summit Platform will be analyzed for congruency to the standards and revised if necessary based on discussions within the PLC.	PLC agendas and minutes	PLC agendas and minutes will be monitored and feedback given weekly	No Funding Required	
		Small group remediation within classrooms will be planned based on assessment data from the correlation between MAP data and Summit Platform data used to increase grade-level cognitive skills.	Summit Data	Analysis of Summit data within PLCs and during ABRU/ILT meetings	No Funding Required	

3: Gap

Goal 3 (State your Gap goal): Increase our combined reading and mathematics proficient/distinguished for Students with Disabilities from 30.2% to 39.2% by 2021 as measured by KPREP.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">• <u>KCWP 1: Design and Deploy Standards</u>• <u>KCWP 2: Design and Deliver Instruction</u>• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• <u>KCWP 4: Review, Analyze and Apply Data</u>• <u>KCWP 5: Design, Align and Deliver Support</u>• <u>KCWP 6: Establishing Learning Culture and Environment</u>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">• <u>KCWP1: Design and Deploy Standards Classroom Activities</u>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>			
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading percentage of proficient/distinguished for SW/D will increase from 18.9% to 21.9% by 2019 as measured by KPREP.	<ul style="list-style-type: none">• <u>KCWP 2: Design and Deliver Instruction</u>• Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and implementing strategies/enrichment if they are/ are not.	General Education and Special Education teachers will use checkpoints within the Summit Personalized Learning Platform as weekly formative assessments to analyze during weekly PLCs.	The completion of the checkpoint and cognitive skills at grade level	During PLCs teachers will analyze data from checkpoints and during mentoring time set goals with students for resubmission	No funding required
	<ul style="list-style-type: none">• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• Addressing this standard ensures all students are analyzing their data and determining their	Each student will meet once per week with his/her mentor teacher to set goals for the week for his/her personalized learning.	Completion of focus areas where students have choice of resources to use to learn content and grade level cognitive skills score	Each week while meeting with mentee, teachers will discuss if goal was met, set new goal, and discuss revision to increase cognitive skill score	No funding required

	<p>strengths and areas of growth.</p> <ul style="list-style-type: none">• <u>KCWP 4: Review, Analyze and Apply Data</u>• Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment.• <u>KCWP 5: Design, Align and Deliver Support</u>• Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment.					
	<ul style="list-style-type: none">• <u>KCWP 2: Design and Deliver Instruction</u>• Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and implementing strategies/enrichment if they are/ are not	General Education and Special Education teachers will correlate MAP personal student profiles to his/her Summit PL data to form small groups in which students will work on specific focus areas.	MAP data and passing of focus areas within Summit.	Collaborative teams will analyze progress; ABRI/ILT will determine MTSS if SWD qualify; ESS will also be provided for further remediation	No funding required	

<p>Objective 2: Math percentage of proficient/distinguished for SWD will increase from 11.3% to 14.3% by 2019 as measured by KPREP.</p>	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> • Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and implementing strategies/enrichment if they are/ are not. 	<p>General Education and Special Education teachers will use checkpoints within the Summit Personalized Learning Platform as weekly formative assessments to analyze during weekly PLCs.</p>	<p>The completion of the checkpoint and cognitive skills at grade level</p>	<p>During PLCs teachers will analyze data from checkpoints and during mentoring time set goals with students for resubmission</p>	<p>No funding required</p>
<ul style="list-style-type: none"> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • Addressing this standard ensures all students are analyzing their data and determining their strengths and areas of growth. • <u>KCWP 4: Review, Analyze and Apply Data</u> • Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment. • <u>KCWP 5: Design, Align and Deliver Support</u> 	<p>Each student will meet once per week with his/her mentor teacher to set goals for the week for his/her personalized learning.</p>		<p>Completion of focus areas where students have choice of resources to use to learn content and grade level cognitive skills score</p>	<p>Each week while meeting with mentee, teachers will discuss if goal was met, set new goal, and discuss revision to increase cognitive skill score</p>	<p>No funding required</p>

	<ul style="list-style-type: none">Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment.				
	<ul style="list-style-type: none"><u>KCWP 2: Design and Deliver Instruction</u>Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and implementing strategies/enrichment if they are/ are not.	General Education and Special Education teachers will correlate MAP personal student profiles to his/her Summit PL data to form small groups in which students will work on specific focus areas.	MAP data and passing of focus areas within Summit.	Collaborative teams will analyze progress; ABRI/ILT will determine MTSS if SWD qualify; ESS will also be provided for further remediation	No funding required

4: Graduation rate**Goal 4 (State your Graduation Rate goal):**

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

5: Growth

Goal 5 (State your Growth goal): Increase our combined reading and mathematics student growth from 17% to 26% by 2021 as measured by KPREP Growth Projection.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the reading student growth from 11% to 14% by 2019 as measured by KPREP Growth Projection.	<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy • Addressing this standard ensures all students are analyzing their data and determining their strengths and areas of growth. They will have choices to reach mastery of content. 	<p>Students will be given choice of strategies to learn content and complete projects that is differentiated for each student.</p> <p>Students will be given the opportunity to complete challenge focus areas and to revise checkpoints to increase cognitive skills.</p> <p>Students will be given feedback after submitting checkpoints and will meet with mentor to discuss goals for focus areas and checkpoint completion.</p>	<p>data analysis of how often and how many times students are taking assessments</p> <p>Goal setting with mentor</p> <p>Feedback from the teacher</p>	<p>Mentor will discuss and set goals when meeting with students for 10 minutes/per week</p> <p>Mentor will discuss and set goals when meeting with students for 10 minutes/per week</p> <p>Teacher will give feedback when student has submitted a checkpoint or project.</p>	<p>No funding required</p> <p>No funding required</p> <p>No funding required</p>
	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • Addressing this standard ensures all students and teachers are analyzing student data and determining 	<p>Students will have access to all rubrics for self-assessing work.</p> <p>Students will meet with mentors to set goals and discuss how to improve cognitive skills.</p>	<p>Analysis of cognitive skills level in comparison to grade level</p> <p>Goal setting data on PL Platform and notes taken by mentor</p>	<p>Mentor will discuss and set goals when meeting with students for 10 minutes/per week</p> <p>Mentor will discuss and set goals when meeting with students for 10 minutes/per week</p>	<p>No funding required</p> <p>No funding required</p>

	strengths and areas of growth, thereby administering effective RTI/enrichment.					
Objective 2 <i>Increase the math student growth from 6% to 9% by 2019 as measured by KPREP Growth Projection.</i>	<ul style="list-style-type: none">• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• Addressing this standard ensures all students are analyzing their data and determining their strengths and areas of growth.	Students will be given choice of strategies to learn content and complete projects that is differentiated for each student.	data analysis of how often and how many times students are taking assessments	Mentor will discuss and set goals when meeting with students for 10 minutes/per week	No funding required	
		Students will be given the opportunity to complete challenge focus areas and to revise checkpoints to increase cognitive skills.	Goal setting with mentor	Mentor will discuss and set goals when meeting with students for 10 minutes/per week	No funding required	
		Students will be given feedback after submitting checkpoints and will meet with mentor to discuss goals for focus areas and checkpoint completion.	Feedback from the teacher	Teacher will give feedback when student has submitted a checkpoint or project.	No funding required	
	<ul style="list-style-type: none">• <u>KCWP 2: Design and Deliver Instruction</u>• Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment	Students will have access to all rubrics for self-assessing work.	Analysis of cognitive skills level in comparison to grade level	Mentor will discuss and set goals when meeting with students for 10 minutes/per week	No funding required	
		Students will meet with mentors to set goals and discuss how to improve cognitive skills.	Goal setting data on PL Platform and notes taken by mentor	Mentor will discuss and set goals when meeting with students for 10 minutes/per week	No funding required	

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase our CCR readiness from 10% to 19% by 2021 as measured by MAP CCR readiness projections.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: <u>Design and Deploy Standards Classroom Activities</u> • KCWP2: <u>Design and Deliver Instruction Classroom Activities</u> • KCWP3: <u>Design and Deliver Assessment Literacy Classroom Activities</u> • KCWP4: <u>Review, Analyze and Apply Data Classroom Activities</u> • KCWP5: <u>Design, Align and Deliver Support Classroom Activities</u> • KCWP6: <u>Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p><i>Increase our CCR readiness in Reading from 31% to 34% by 2019 as measured by MAP CCR readiness projections.</i></p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • Addressing this process will ensure that teachers are reflecting after each lesson to determine if the students are mastering the core content and implementing strategies/enrichment if they are/ are not. • KCWP 4: Review, Analyze and Apply Data • Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of 	<p>RTI data analysis and use of reading plus</p> <p>Reading of high level in Soc St and Science using Thinking Strategies for comprehension of reading.</p>	<p>Reduction of number of students in RTI classes and MAP data.</p> <p>MAP data</p>	<p>9 week analysis of MAP data and formative assessments to track student progress and determine RTI needs of individual students</p> <p>Analysis of MAP data by collaborative teams and the ABRI/ILT team monthly</p>	<p>No funding required</p> <p>No funding required</p>

	<p>implementing strategies/enrichment if they are/ are not.</p> <ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> • Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment. • <u>KCWP 5: Design, Align and Deliver Support</u> • Addressing this standard ensures all students and teachers are analyzing student data and determining strengths and areas of growth, thereby administering effective RTI/enrichment. 					
	<ul style="list-style-type: none"> • <u>KCWP 6: Establishing Learning Culture and Environment</u> • Addressing this standard ensures teachers are given opportunities to implement best teaching practices for classroom management, 	Professional Learning Opportunities for Teachers to learn engagement strategies and present to staff.	lesson plan reviews and walkthroughs by administration and ABRI	Weekly review of plans and monthly walkthroughs by administration; ABRI will complete two walkthroughs per year to compare engagement data	Title I Funding	
		Professional Learning within content areas through professional organizations and to present to faculty.	lesson plan reviews and walkthroughs by administration and ABRI	Weekly review of plans and monthly walkthroughs by administration; ABRI will complete two walkthroughs per year to compare engagement data	Title I Funding	

	instruction, and content knowledge.					
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7: Other (optional)

Goal 7 (State your goal): Decrease office referrals by 12% from 2018 to 2021.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease office referrals by 4% from 2018 to 2019.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction Addressing this standard ensures students have optimal learning experiences for content and equity in the school environment. 	Increase engagement in classrooms through personalized learning, hands-on activities, and projects based learning.	PBIS data	ABRI will collect data twice a year on engagement of students	No funding required
		Establish curriculum for each grade level for character education	PBIS data	Monthly analysis of behavior data	No funding required
	<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 	Continued use of PBIS Anchor Charts and motto	PBIS data	Walkthrough data from the School Safety Coordinator	No funding required
	<ul style="list-style-type: none"> Addressing this standard ensures students have opportunities to have basic needs met in order to create equity in the classroom. 	Use of newly funded FRYSC to ascertain needs of students and families	FRYSC data	The FRYSC coordinator will analyze data to help needs of families	State grant
		Continue to establish community collaboration through the volunteer coordinator and school events	Volunteer hours and participation at school events	Data will be collected monthly to monitor volunteer hours and class sign ins for parents/guardians	No funding required

Phase Three: Closing the Achievement Gap Diagnostic_12172018_14:02

Phase Three: Closing the Achievement Gap Diagnostic

Zoneton Middle School
Ann Ford
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/17/2018
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II. Achievement Gap Analysis 4

III. Planning the Work 6

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

N/A

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Teachers collaboratively developed the Zoneton Strong Mission and Vision: We are Zoneton Strong; strength in character, community, and academics. Developing caring, courteous, trustworthy, responsible, and accountable students who are on their way to being college and career ready - Be part of the Pack (Pride, Accountability, Citizenship, and Kindness). Our school is 57% free and reduced and 14% students with disabilities with IEPs. We also have 5% in some form of tiered intervention for behavior. We stress our mission through anchor charts, a pledge, and quarterly celebrations for academic achievements. Teachers embed it within lessons and remind students to be strong in academics of strong in character. Because the mission and vision incorporate social needs of integrity and honesty, our student body especially benefits from this character and community building qualities. We now have the additional component of asking students to be part of the P.A.C.K. We are also 1:1 with technology and use the personal learning platform of Summit. Each student learns at his/her own pace with differentiated means of delivering content information. Students also have choice of projects to demonstrate application of knowledge. Students are encouraged to set learning goals and monitor their progress through weekly mentoring sessions with teachers.

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.

Free/Reduced lunch students decreased to 43.9% proficient/distinguished in Reading for the 2018 KPREP, from a 2017 3-year high of 45.6% P/D. There was also a decrease in P/D for Math F/R students from 41.7 in 2017 to 30% in 2018. Students with disabilities increased from 12.2% P/D in 2017 to 2018 18.9% were P/D, the highest in 4-years. SWD decreased in math from 14.3% in 2017 to 11.3% in 2018. Reading is higher for all students with a 49.9% (4-year upward trend), while in math 37.9% of all students were P/D.

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

Reading is showing improvement for SWD with 18.9% P/D. This is an increase over a 4-year period however the gap for students with disabilities is out of proportion with the other groups in the school. F/R lunch students are closing the gap in Reading with 43.9% P/D in Reading compared to 49.9% for all students, however, it is down from the previous year. F/R lunch students are also closing the gap for Math with 30% P/D compared to 37.9% P/D for all students. Math Students with disabilities are 11.3% P/D compared to 37.9% for all students.

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

Free/Reduced lunch students are closing the gap in Reading and Math with only 6% to 7.9% difference in the percentage of P/D students. Students with disabilities increased by 6.7% in Reading but are still 31% lower than all students. In Math, there is a discrepancy of 26.6% when comparing SWD to all students.

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).

Professional Development: Due to the need to decrease office referrals and improve behavior, the Behavior consultant facilitated a professional learning 3-hour seminar on de-escalation of students in the classroom setting, and the EBD teacher attended "Why Try" to implement strategies in the resource setting. Language Arts teachers have been attending U of L writing literacy program and writing plan academy to develop a school-wide writing plan and how to best implement. Five teachers and the instructional coach attended The Ron Clark Academy to increase engagement in the classroom and will present to the faculty; Math teachers attended the KCM and Special Education teachers attended the KYCEC; We continue to work with Solution Tree to improve our PLC processes and to align curriculum with standards; teachers participate in technology professional learning and we are continuing to offer professional learning for the Workshop Model and Thinking Strategies.

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.

Students with disabilities continue to have large gaps in Reading and Math. The following are concerns that have prevented ZMS from closing the gap: lack of implementation of utilizing different models of collaborative teaching, SDI is not implemented and monitored with fidelity within the regular education classroom, and there is too little professional development for special education teachers.

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.

A special education collaborative team consisting of special education teachers, special education consultants, and the administration has been meeting during PLC time weekly to adapt the master schedule to meet the needs of our SWD; analyzing data from progress monitoring to revise the IEPs of SWD; and to plan, schedule and implement SDI and SAS into lesson plans for collaborative and resource classrooms. The administration observes and reviews lesson plans weekly; special education consultants are available for developing and implementing strategies. Parents are active participants in special education meetings and provide valuable insight and information for decision making. Teachers correspond weekly and sometimes daily with parents on needs of the students and their families.

III. Planning the Work

Gap Goals

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

Reading percentage of proficient/distinguished for SWD will increase from 18.9% to 21.9% by 2019 as measured by KPREP. Math percentage of proficient/distinguished for SWD will increase from 11.3% to 14.3% by 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)
 ZMS Achievement Gap Group ID	Percentage of number of students with disabilities	III
 ZMS Measurable Gap Goal	Spreadsheet of objectives and strategies	III

Phase Three: Executive Summary for Schools_12172018_14:02

Phase Three: Executive Summary for Schools

Zoneton Middle School
Ann Ford
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Zoneton Middle School is located in northern Bullitt County in Shepherdsville, Kentucky. The building opened in 2005. Our total population in May of 2018 was 450 students with a free and reduced population of 57.4%. Our demographics include the following: 15.6% of the students we serve have an identified disability, 2% ELL, and we serve minority population of 10.76%. There are 3 teams of students organized by grade level and a Unified Arts Team. Each team is comprised of staff certified in the areas of language arts, math, science, and social studies. A special education teacher also collaborates with each team based on the service delivery indicated within the individual student IEP's of the students assigned to the team. Our master schedule structure provides students with 58-minute content classes and ensures that all students have access to all unified arts offerings of PE-Health, Arts/Humanities, Practical Living Career Studies, and Library-Technology. We have 30-minute seminar periods at each grade level. Our school provides many opportunities for students to become involved in co-curricular and extra-curricular activities. We have expanded our extra-curricular to include baseball and also revived the robotic/STLP opportunities. The staff consists of 4 instructional assistants, 1 instructional aide, a principal, assistant principal, a guidance counselor, and an instruction coach provided by the district. Community and parents involvement is improving. The PTSA has a full body of officers and holds regular meetings. The volunteer coordinator plans activities, such as Donuts for Dads, Muffins for Moms, and a luncheon for grandparents. We have increased parent communication strategies to include website, Facebook, family nights, a newsletter sent through IC messenger and Facebook. Summit Learning has been implemented across grade-levels. We are increasing our community visibility and engagement through volunteering at the Zoneton Fire Department to help raise money for Kids Crusade, dodgeball with the Hillview Police Department to raise money for Operation Santa, and sponsoring the Bullitt County Family Fitness Day. Zoneton is 1:1 student to technology with Chromebooks provided for each student.

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.

Zoneton Middle School is an ABRI/PBIS school and our motto is #ZonetonStrong-Strength in Character, Community, and Academics/Be part of the pack. We continue to emphasize our behavior anchor charts located in each area of the school. Each quarter we hold a grade level competition in which students show completion of focus areas to attend. Zoneton is a Summit school where personalized learning, project-based learning, and setting goals during weekly mentor time is emphasized. Data shows 100% of our students and staff know the school mission and vision. Student and parent internalization of the motto is evidenced through the dialogue heard between students, teachers, and parents.

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.

Zoneton Middle School is showing a trend of growth over a 4-year period. We did not meet the reduction in the gap for our students with disabilities. We saw MAP data growth from last year to this Fall of 2018. We are increasing our parent involvement and ZMS is seen as a positive learning space for students and parents are encouraged to visit. Summit Learning has been implemented in all grades to provide personalized learning for students to learn at their own pace and is differentiated for each student. Teachers work with small groups based on data and students get remediation or can move on at their own pace.

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.

Zoneton Middle School continues to strive to partner with our parents and the community to encourage students to be college and career ready. Our stakeholders have embraced the Zoneton Strong mission and vision. ZMS continues to expand its programs and extra-curricular activities to enhance the educational experience of all students.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CSIP Phase II: KDE Title I Annual Review_10302017_10:50

CSIP Phase II: KDE Title I Annual Review

Zoneton Middle School
Ann Ford
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/17/2018
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CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

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

Guiding Questions:

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

What needs did the data identify?

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

What achievement gaps were identified?

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

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

Zoneton Middle School uses the KPREP scores to conduct a needs assessment. We also use parent feedback from a Title I information parent night, the Title I parent survey, and the TELL survey. Needs identified were strategies and activities to decrease the gap between students with disabilities; greater community support for the school and teachers; and more communication to parents concerning the school, activities, and their students' learning. Reading, Math, and Writing were identified as the content areas that are a priority. Achievement gaps exist mainly for our students with disabilities. Title I funds are used to supplement parent education resources and student support. Overall, the expenditure was successful. Our free and reduced students are decreasing novice scores in reading and math while increasing proficient and distinguished scores in reading and math. Also, data is showing an increase in parent participation in school programs.

ATTACHMENTS

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

2. Schoolwide Reform Strategies

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

Guiding Questions:

Was the schoolwide plan implemented as written?

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

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

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

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

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

The schoolwide plan was implemented as written with the following goals addressing schoolwide reform strategies: Increasing the reading and math KPREP scores for all students and for non-duplicated gap students, increase the percentage of students who are college-and career-reading, increase percentage of effective teachers, increase parent support of teachers, decrease students

scoring novice in reading and math, and increase percentage of distinguished programs in the unified arts curriculum. Title I funding is used to buy curriculum and software for targeted intentional reading and math interventions and for reading staffing needs. Strategies were selected based on best-practice and research-based strategies, such as PLC, RTI, professional development for intervention strategies, math and literacy programs, college and career programming, and technology. Specific strategies include Thinking Strategies, HiQ Math, Reading Plus, Moby Max, College and Career Club Curriculum, PLC, RTI. The data shows that these have been successful. Overall reading and math proficiency has increased each year: Reading Proficiency has increased from 38.2 to 49 to 49.9 percent Math Proficiency has increased from 26.2 to 40.4 to 48.8. The strategies have also shown increases for our free and reduced students: In reading proficiency increase from 40.0 to 42.3 to 46.7 and math from 22.4 to 31.2 to 41.6 percent.

ATTACHMENTS

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

3. Professional Development

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

Guiding Questions:

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

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

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

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

The measures used to determine the school's professional development needs were based on KPREP data, parent surveys, and teacher surveys. Professional development included a workshop on poverty, school reading on poverty, math and reading strategies, as well as embedded professional development on thinking strategies and intervention strategies. Yes, overall proficiency has increased in math and reading for the past three years. Each of the personnel either facilitated in the professional development or participated in the development.

ATTACHMENTS

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

4. Family Engagement

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

Guiding Questions:

How much Title I money was spent on family engagement?

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

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

The amount of Title I money spent on family engagement was \$2,988. Programs included a lending library of resources for middle school parents and parent participation nights for

information on content and technology. Based on the parent participation, the programs and activities were only somewhat successful. Eighty-five percent of parents attended an Open House/ Title I meeting, 65% attended a 6th-grade informational meeting on personalized learning, and 10% of parents attended a mock schedule night.

ATTACHMENTS

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

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

Guiding Questions:

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

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

How effective were these strategies?

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

Elementary students participate in a tour of the middle school each Spring, gifted and talented students participate in advanced projects in Science at the middle school every year, administration visits before KPREP testing, and special education teachers participate in transition meetings for students with IEPs. A "Timber Wolf Day" is held at the beginning of school where students meet their teachers and participate in activities to become familiar with the school. Parents participate in an informational meeting. The high school counselors address the eighth graders before they determine their schedules for ninth grade. The superintendent and director of secondary education visit the eighth graders to give information on vocational opportunities at the high school. ROTC attends an assembly where information is given to students. Transition meetings for students with IEPs are conducted at the middle school and the high school special education teacher attends. Students are invited to a walkthrough at the high school before school begins.

ATTACHMENTS

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

6. Measures used to include teachers in decisions

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

Guiding Questions:

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

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

Teachers are involved in monthly team meetings to review and analyze academic data. Planning and committee meetings involve teachers and decisions on school-wide events and activities are planned. The ABRI (Academic and Behavior Response to Intervention) committee is responsible for school-wide behavior data and strategy implementation. Teachers consult with peers and administration on the CSIP and analysis of data from KPREP, MAP, TELL, and Title I surveys.

ATTACHMENTS

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

7. Activities used to ensure students met Kentucky Academic Standards

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

Guiding Questions:

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

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?

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

MAP testing is done three times a year. Data is analyzed and RTI program participants are updated every 9 weeks. ESS provides additional support and students are chosen based on data from MAP and content areas. Friday school is utilized for students who are not keeping up with classwork. RTI probes are completed weekly and analyzed by the RTI teacher and results are communicated with parents. All of the above activities demonstrated gains in student learning.

ATTACHMENTS

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

8. Coordination and integration of programs

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

Guiding Questions:

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

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

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

Budgets are submitted annually and assessed monthly by the central office finance department to ensure all funds are allocated and utilized appropriately. The SBDM is apprised of spending each month and maintains the appropriateness of all allocations.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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