

IH - 2019-20 Phase Three: Executive Summary for Schools_10252019_09:15

2019-20 Phase Three: Executive Summary for Schools

Indian Hills Elementary School

Tonya Oakley
313 Blane Drive
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/10/2019

Status: Open

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2019-20 Phase Three: Executive Summary for Schools

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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?

Indian Hills Elementary School is a school located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles - more than half the size of the state of Rhode Island. The county is home to the incorporated towns of Crofton, Hopkinsville, LaFayette, Oak Grove, and Pembroke. Indian Hills Elementary School resides in the town of Hopkinsville. Indian Hills serves approximately 506 students each year ranging from preschool to sixth grade. Indian Hills serves as a district site for a Functionally Mentally Disabled (FMD) unit, a Emotional Behavior Unit, and a Hearing Impaired Unit. Indian Hills also has 1 preschool classroom implementing two 1/2 day programs serving students primarily from the school's zoned area. According to current District demographic data as of November 26, 2019, Indian Hills' population is 45.6% Caucasian students, 35.3% African American, 10.8% Hispanic, and 7.6% Multiracial, 0.2% Asian, Indian 0.2% and .4% Pacific Islander. Approximately 79.6% of the students at Indian Hills Elementary School qualify for free or reduced lunch. This demographic information is representative of the community that is zoned to Indian Hills Elementary School but is significantly higher than the city of Hopkinsville or the county of Christian as a whole. The Christian County School District services approximately 8,830 students, making it one of the larger districts in Western Kentucky.

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.

It's about every student...every day! We believe that a quality education is what every student deserves. Our teachers strive to reach every student through their own professional development, differentiation, use of technology, project-based learning, community partners, and through the use of multiple strategies and best practices. Our school vision and mission reflect the goals of Christian County Public School District. The district's vision of: 'Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities' and its new mission statement is to create an educational culture of continuous growth through shared partnerships and responsibilities' are reflective of that of our school.

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.

Indian Hills KPREP data shows that we met all benchmarks in the areas of proficiency, separate academic indicator, and growth. We received a three star classification. We were also recognized for being the highest performing school for Christian County Public Schools. Indian Hills received Gold Status for their PBIS efforts. We are working to maintain Gold status for the 2019-2020 school year. The principal, Tonya Oakley, was selected to participate in the BB&T Leadership Institute in North Carolina. Jemma Carroll, student at Indian Hills Elementary, was the State Deaf and Hard of Hearing Spelling Bee Winner. The Indian Hills STLP qualified to progress on to the state competition in Lexington, KY. Indian Hills was recognized for having the most school

participation in the Christian County Health Department 100 Mile Challenge and our Bud Hudson Football team also took home the championship trophy for an undefeated season.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

We value our community partners and welcome them at any time into our building to help promote the success of our students. All school committees include staff, parents, students, and community members. We value all stakeholders, in every decision made involving our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**IH - 2019-20 Phase One: Continuous Improvement Diagnostic for
Schools_09232019_18:56**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Indian Hills Elementary School

Tonya Oakley
313 Blane Drive
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 11/26/2019
Status: Locked

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools**2019-20 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Tonya Oakley - September 23, 2019

IH 2019-20 Phase Two: The Needs Assessment for Schools_10252019_08:59

2019-20 Phase Two: The Needs Assessment for Schools

Indian Hills Elementary School

Tonya Oakley
313 Blane Drive
Hopkinsville, Kentucky, 42240
United States of America

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

1. Continuous Improvement Team: The Indian Hills Continuous Improvement Team is comprised of the Site Based Decision Making Council (SBDM), Professional Learning Communities (PLCs), RTI Team Members, Leadership Team, Literacy Team, and Deep Dive Team. SBDM meets once monthly. PLCs meet weekly, and RTI Teams meet once every 6 weeks. The Leadership Team meets weekly and Literacy Team meets once a month. The Deep Dive Team meets once a quarter.

2. Gather and organize data: Who is responsible for the data? Teachers and administrators are involved at all levels of the data organization. What data is gathered? Examples of data collected include: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. Teachers gather data on unit preassessments, postassessments, district standards assessments, early literacy behaviors, Fountas and Pinnell reading level testing, Reading Inventory and Math Inventory are also given. How do you organize it? Teachers complete an excel spreadsheet for pre and post assessments. We use this through PLCs to identify students performance levels in both areas and to determine growth. There is a formula built into the spreadsheet that automatically calculates students pre to post growth for teachers to monitor and intervene for those students not meeting performance level expectations or growth expectations. Teachers also have Data Trackers that they complete from Kindergarten through 6th grade. All assessment information is housed in one document. This document can be sorted by gap group categories to determine sub groups performance compared to the whole. This one document gives us an overall picture of the individual student's performance on multiple assessments to get a picture of the whole child. Teachers also receive from administrators a KPREP calculator (K-6) with the overall student performance data. This let's teachers track their overall student performance against our school goals for achievement, gap and growth. Running Records are completed for Benchmark Assessment Testing and utilized alongside the Literacy Continuum to assist teachers in meeting students needs in reading. KPREP data from the previous school year is analyzed in depth through the Deep Dive Team, school administrators and teachers to determine next steps for instruction.

3. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

4. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified.

5. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations.

6. Identify root causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control.

7. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established and tied to the school scorecard and monitored through the 5x plan.

8. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams

identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives.9. Implement plan:The improvement plan is communicated to all stakeholders and implemented.10. Progress monitoring: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring , PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. Our school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP.

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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

The current condition of Indian Hills is as follows: Indian Hills is currently rated as a 3 star school based off of our performance on the 2018-2019 K-PREP Assessment. We were 1.1 point away from being a 4 star school. Indian Hills exceeded the state indicators in the area of separate academic indicator and growth, while being less than a point away from the state indicator in proficiency. Our current scores are as follows:--Proficiency had a medium rating with an indicator of 69.8.--Separate academic indicator had a medium rating with an indicator of 69.5.--Growth was rated very high with an indicator of 70.4.--In reading, 49.2% of students scored proficient or distinguished, which was below the state average of 54.6%--In math, 55.4% of students scored proficient or distinguished, which was above the state average of 48.6%--In writing, 61.4% of students scored proficient or distinguished, which was above the state average of 46.6%--In social studies, 61.4% of students scored proficient or distinguished, which was above the state average of 53.0%--In science, 28.8% of students scored proficient or distinguished, which was below the state average of 31.7%.While the Kentucky Department of Education did not find any significant gaps, Christian County Public Schools still makes closing the achievement gap a priority. In regards to the achievement gap, 2018-2019 KPREP data showed that:--In reading, 40.2% of African American students scored proficient and distinguished, which was above the state average of 31.1%--In math, 46.4 % of African American students scored proficient or distinguished, which was above the state average of 25.5%--In writing, 51.7% of African American students scored proficient or distinguished, which was above the state average of 26.7%--In social studies, 41.4% of African American students scored proficient or distinguished, which was above the state average of 27.4%--In science, 13.6% of African American students scored proficient or distinguished, which was above the state average of 12%--The growth rate for African American students in reading was 68.4, which was above the state's rate of 57.5--The growth rate for African American students in math was 67.6, which was above the state's rate of 54.4--Students receiving free or reduced lunch exceeded the state score in all areas of proficiency, specific academic indicator and growth, with the exception of proficiency in reading. Indian Hills students scored 45.6% proficient or distinguished, with the state scoring 45.8%--In reading, 25% of students with disabilities scored proficient or distinguished, which was below the state average of 34.2%--In reading, the growth rate for students with disabilities was 65.4, which was above the state rate of 56.6--In math, 22.5% of students with disabilities scored proficient or distinguished, which was below the state average of 27.7%--In math, the growth rate for students with disabilities was 70, which was above the state rate of 58.3.

Non Academic Data:The trend data for chronic

absenteeism is moving in the right direction: 2018-2019: 10.8% of students were chronically absent
2017-2018: 13.5% of students were chronically absent
2016-2017: 16.2% of students were chronically absent
Indian Hills was recognized as a Gold Status school for PBIS. We saw a decrease in behavior referrals from 797 referrals in 2015-2016 to 632 referrals in 2016-2017 to 501 referrals in 2017-2018 to 467. We are continuing to implement Tier 2 and 3 supports in order to further reduce the number of students receiving major referrals.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

1. In reading, 49.2% of students scored proficient or distinguished, which was below the state average of 54.6%. This is a decline from the 2017-2018 school year, which was 51.2%. We also had an increase of 2.0% of students scoring novice and apprentice. 2. 52.5% of students with disabilities scored novice in the area of reading on KPREP, while only 25% scored proficient or distinguished. 25% of students with disability scoring proficient or distinguished in the area of reading on the KPREP test was an increase from the previous school year (17-18) when 17.2% of students with disabilities scored proficient or distinguished in the area of reading. However, this is still a huge area of concern. 37.5% of students with disabilities scored novice in the area of math on the KPREP test, while only 22.5% percent scored proficient or distinguished. This was a decrease in the percentage of novice from the year before (44.8%), but also a decrease in the number of proficient and distinguished (27.6%). 3. While we saw some improvement in African American students scoring proficient and distinguished in reading and math and a small closure to the gap, there is still work to be done. We need to expose students to 21st Century Learning. We will strive to give them access to technology and opportunities for real-world connections. --In the area of reading, African American students scored 17.3% points below white students, which was a decrease of 3% from the previous school year. We saw an increase in the percentage of African American students scoring proficient or distinguished by 1%.--In the area of math, African American students scored 15.9% points below white students, which was a decrease if 0.5% from the previous year. We saw an increase in the percentage of African American students scoring proficient or distinguished by 7.2%.--Of major concern is the discrepancy between white and African American students in the area of social studies. We had closed the gap to less than three points in the previous school year. However, this year there is a 42.5% point difference between white students (83.9%) and African American students (41.4).4. During the 2018-2019 school year, 28.8% of students scored proficient or distinguished in the area of science.5: We know that students cannot learn if they are not in the classroom and in an environment that is conducive to learning. We continue to see a decrease in behavior referrals from 798 in 2015-2016 to 632 in the 2016-2017 school year to 501 in the 2017-2018 school year to 467, we want to continue to reduce this number to less than 425 in the 2019-2020 school year.

Trends

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

1. In the 2015-2016 school year, Indian Hills scored below the state in percentage of proficient and distinguished students in the area of reading (58.4% compared to 68.0%). In the 2016-2017 school year, we continued to score below the state average of proficient and distinguished students in the area of reading (49.2% compared to 54.3%). In the 2017-2018 school year, we are still below the state average of proficient and distinguished students in the area of reading (51.2% compared to 54.6%). In 2018-2019, we had 49.2% proficient or distinguished, with the state being at 54.6%. Students reading on grade level continues to remain a significant area of improvement for Indian Hills. Of special concern is our students with disabilities in the area of reading. 2. We continue to see improvement in our scores for students with disabilities in reading, although it is not enough to close the gap. In 2015-2016, 7.7% of students with disabilities scored proficient or distinguished in the area of reading. In 2016-2017, 7.7% of students with disabilities scored proficient or distinguished in the area of reading. In 2017-2018, 17.2% of students with disabilities scored proficient or distinguished in the area of reading, while in 2018-2019, 25% of students with disabilities scored proficient or distinguished. In math, there is still much work to be done. 3.8% scored proficient or distinguished in 2015-2016 and we improved to 19.2% in 2016-2017 and then to 27.6% in 2017-2018. In 2018-2019, we saw a 5.1% decline with only 22.5% of students scoring proficient or distinguished. 3. We did see an increase this year in the performance of our African American students in both reading and math. In the previous two years we had a decline. In 2016-2017, 44% of African Americans scored proficient or distinguished in the areas of reading, while in 2017-2018, only 39.2% were proficient or distinguished. In 2018-2019, we saw an increase of 1% to 40.2%. In the area of math, in 2016-2017, 52.7% of African Americans scored proficient in the area of math, while in 2017-2018, only 39.2% were proficient or distinguished. In 2018-2019, we increased 7.2% with 46.4% scoring proficient or distinguished. 4. In science in the 2017-2018 school year, we had 28% of students scoring proficient and distinguished. In 2018-2019, we had 28.8% scoring proficient or distinguished. While this was a 0.8% increase, we are still below the state average of 31.7%. 5. Discipline remains an area of concern. While we have decreased referrals from 797 (2015-2016) to 632 (2016-2017) 501 (2017-2018) to 467 (2018-2019), we want to continue to see this number decline as we increase PBIS fidelity. We achieved bronze status in the 2016-2017 school year and silver status in the 2017-2018 school year. We were awarded Gold status for the 2018-2019 school year.

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

1. KCWP1: Design and Deploy Standards, KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data In order to improve reading scores, we need to get to the root problem of students reading on grade level. Using Fountas and Pinnell benchmark assessment system will determine students reading levels. Guided reading instruction within the core classroom and through RTI and enrichment blocks will help ensure that students are reading on grade level. Implementing Early Literacy Assessments in Kindergarten will assist teachers in determining issues early on and intervening quickly. School wide focus on RTI and enrichment will help meet all students where they are move them forward. Using Reading Inventory data to adjust student instruction will also work to reduce novice and increase proficiency. As we work with our students with special needs in the area of reading we will focus on collaboration and accountability. Our district has also been awarded the Striving Readers Grant. Within our school, we have created a literacy team, training a core group in the LDC model, receiving extensive training around the literacy continuum and working with our teachers to refine interactive read alouds and guided reading with fidelity. We have also implemented a phonics and word study program in grades K-3 to ensure that students are receiving foundational skills. The District has developed a PLC Guidance Document that has been rolled out for the 2019-20 school year. This document uses the Plan, Do, Study, Act model as prescribed by KDE. We have refined our PLC process to include all of these elements. Also, we have trained our teachers on using the Kentucky Academic Standards that were adopted this year. 2. KCWP 5: Design, Align, and Deliver Support In the area of special education, we are working more intentionally. As a leadership team, all IEPs have been reviewed as well as schedules to ensure that students with special needs have an optimal schedule to allow for them to receive core instruction as well as RTI and having all IEPs met. Meetings with special education teachers and regular education teachers occur in order to create a collaborative environment where students are successful. We are also sharing special education data with all teachers in order to grow the mindset that we are all responsible for the performance of students with special needs. Special Education teachers will also receive professional development in utilizing the literacy continuum for strategic instruction in literacy. 3. KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data In regards to raising the achievement of African American students, we are working with teachers to improve classroom instruction that focuses on the individual child. Through instructional strategies such as guided reading groups and number talks, we want to ensure this group is not being left behind. Through our PLC process, this gap group is also being looked at intentionally with data from pre to post assessments as well as district standards assessments to monitor progress. 4. KCWP 3: Design and Deliver Assessment Literacy A major focus this year in the area of science is to align assessments to the rigor of the standards. A team has been trained on science assessment literacy and this is a focus for us in the area of our vertical PLCs. All science teachers are working collaboratively along with district support to increase the rigor of assessments. Through backwards design, increase of rigor in assessments is leading to increase rigor in the classroom. 5. KCWP 6: Establishing Learning

Culture and Environment To continue to address student discipline, we have implemented a system of majors and minors to help students learn the correct way of behaving before going to an office referral. We have individual lessons for students who are not meeting school wide expectations. With the refinement of a PBIS Tier 2/3 committee, we are working to create plans and provide assistance to our students who are on the Tier 2 and 3 behavior Rtl list. We are continuing to provide tier 1 PBIS to all students in order to create a school culture of positive behavior.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

--Indian Hills is currently rated as a 3 star school based off of our performance on the 2018-2019 K-PREP Assessment. We were 1.1 point away from being a 4 star school. Indian Hills exceeded the state indicators in the area of separate academic indicator and growth, while being less than a point away from the state indicator in proficiency. --Growth was rated very high with an indicator of 70.4.--Overall our proficient/distinguished percentage in math went up from 50% to 55.4%. --Overall our proficient/distinguished percentage in writing went up from 56.5% to 61.4%.--In reading, our percentage of students with disabilities scoring proficient/distinguished increased from 17.2% to 25%.--We did see an increase this year in the performance of our African American students in both reading and math.--Our current chronic absenteeism rate is continuing to decrease.--We received Gold Status for PBIS.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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IH - 2019-20 Phase Two: School Assurances_10252019_09:02

2019-20 Phase Two: School Assurances

Indian Hills Elementary School

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United States of America

Last Modified: 10/25/2019

Status: Open

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2019-20 Phase Two: School Assurances

2019-20 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.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☒ Yes
- ☐ No
- ☐ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☐ Yes
- ☐ No
- ☒ **N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☐ Yes
- ☐ No
- ☒ **N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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IH - 2019-20 Phase Three: Title I Annual Review Diagnostic_10252019_09:17

2019-20 Phase Three: Title I Annual Review Diagnostic

Indian Hills Elementary School
Tonya Oakley
313 Blane Drive
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/10/2019
Status: Open

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

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

1. Describe the effectiveness of your needs assessment process.

The needs assessment process at Indian Hills is highly effective. The Continuous Improvement Team for Indian Hills Elementary follows a protocol to review data to determine effectiveness of strategies implemented. The Continuous Improvement Team consists of the Tonya Oakley-principal, Michelle Walden - assistant principal, Sarah Akin - guidance counselors, teachers, parents, and students. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. We looked at the following data sources: KPREP, District Standards Assessments, Benchmarks, Fountas and Pinnel, Brigance, Foundational Reading Assessment, iRead screener, HMM - Reading and Math Inventories, and Common Assessments. The KREP data showed an increase in Math, Reading, and Writing scores. Our school still needs to increase the proficient readers grades 2-6 to 80% on the HMM Reading Inventory and grades 2-6 mathematicians need an increase to reach 80%. A priority need for Indian Hills is for Special Education teachers to reduce novice in our Special Education student population again for the 2019-2020 school year. We have hired one tutor and will use other 2019-2020 funds to provide additional classified tutors and needed materials/resource, once the Title 1 funding is allocated to our school. This proved to be a useful expenditure as our students increased in Reading and Math on the Kentucky state assessment, KPREP.

Schoolwide Plan

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

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

We receive Title I funds from the federal level, general instruction funds from the state level and some local funding. All expenditures are evaluated for the perceived effectiveness before the expenditure is made. We did not eliminate any resources, programs or staff when using these funds. Title I funding is being used for staffing to address our goals. Our test scores rose, so this affirmed that we used our Title 1 funds effectively. K-6 Literacy Cohort: Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work. K-6 Literacy Cohort: Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work. Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work ; PLC minutes Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: F&P Levels; RI Growth; DSA Proficiency Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: F&P Levels, RI Growth DSA Proficiency Coaching observations Instructional Rounds data PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Teachers/interventionist participate in RTI planning groups in which we study the RTI data collected weekly as well as the Inventory data to determine Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful. These groups meet every six weeks to reassess students' needs. We implement the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning

Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement? We identify clear and specific measures we will use to determine success. Measures include such things as - such as F&P Levels; Reading/Math Inventory; KPREP data; District Standards Assessments; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Indian Hills also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals. Progress is monitored through the PLC process, PBiS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

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

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

We believe that our school wide program plan is effective. We are one of the highest performing schools in the district. We used various sources including progress monitoring data, our Family Resource Needs Assessment, KPREP scores, RI and MI, Fountas and Pinnell, and various other data sources. 1. In reading, 49.2% of students scored proficient or distinguished, which was below the state average of 54.6%. This is a decline from the 2017-2018 school year, which was 51.2%. We also had an increase of 2.0% of students scoring novice and apprentice. 2. 52.5% of students with disabilities scored novice in the area of reading on KPREP, while only 25% scored proficient or distinguished. 25% of students with disability scoring proficient or distinguished in the area of reading on the KPREP test was an increase from the previous school year (17-18) when 17.2% of students with disabilities scored proficient or distinguished in the area of reading. However, this is still a huge area of concern. 37.5% of students with disabilities scored novice in the area of math on the KPREP test, while only 22.5% percent scored proficient or distinguished. This was a decrease in the percentage of novice from the year before (44.8%), but also a decrease in the number of proficient and distinguished (27.6%). 3. While we saw some improvement in African American students scoring proficient and distinguished in reading and math and a small closure to the gap, there is still work to be done. We need to expose students to 21st Century Learning. We will strive to give them access to technology and opportunities for real-world connections. --In the area of reading, African American students scored 17.3% points below white students, which was a decrease of 3% from the previous school year. We saw an increase in the percentage of African American students scoring proficient or distinguished by 1%.--In the area of math, African American students scored 15.9% points below white students, which was a decrease if 0.5% from the previous year. We saw an increase in the percentage of African American students scoring proficient or distinguished by 7.2%.--Of major concern is the discrepancy between white and African American students in the area of social studies. We had closed the gap to less than three points in the previous school year. However, this year there is a 42.5% point difference between white students (83.9%) and African American students (41.4).4. During the 2018-2019 school year, 28.8% of students scored proficient or distinguished in the area of science.5. We know that students cannot learn if they are not in the classroom and in an environment that is conducive to learning. We continue to see a decrease in behavior referrals from 798 in 2015-2016 to 632 in the 2016-2017 school year to 501 in the 2017-2018 school year to 467, we want to continue to reduce this number to less than 425 in the 2019-2020 school year. Our 4th grade math in a priority need which we will focus on along with closing the gap between Caucasians and African Americans in all content areas.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

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

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Indian Hills works with parents and families to review and revise the Parent/School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement. The parent involvement allocation, \$2300, was spent on ways to communicate and keep parents informed. We purchased parent communication folder to be sent home once a week to keep parents informed of student achievement and supplies for a Big Read and family Math night. Our planned events for parents included Goodies for Grandparents, Donuts With Dudes, Muffins With Moms, Title I Parent Night, Veteran's Day Program and Parade, Book Fair, Christmas Choir and Drama performance, Math Night, Literacy night (with our town's Big Read event), PE with your parent, Parent-Teacher conferences. We had more than 1314 parents enter our building throughout the year. Parents were complimentary of staff, building and administration. Event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Indian Hills works very closely with the Family Resource and Youth Services Centers to support student achievement by supporting families.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

We would like to offer parents/guardians more opportunities, so that they can learn to help their child succeed academically. This is one of the questions from the Studer Group Parent Satisfaction Survey that we would like to strengthen. We will offer Power Hours so that parents have opportunities to learn strategies and available resources.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**IH - 2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_10252019_09:13**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Indian Hills Elementary School
Tonya Oakley
313 Blane Drive
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 11/24/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A Please see attached Comprehensive School Improvement Plan.


ATTACHMENTS

Attachment Name



[Consolidated School Improvement Plan](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Consolidated School Improvement Plan		•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term target Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. **Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 4: Review, Analyze and Apply Data

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

KCWP 3: Design and Deliver Assessment Literacy

KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timely

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness

Proficiency Goal

Goal 1: Increase the number of students scoring proficient or above in reading and math from 52.3% to 62.76% by 2022.

Objective	Strategy	Activities	Measure of Success
Objective 1: Indian Hills Elementary will increase by 3.28% the number of students scoring proficient or above in reading in 2nd - 6th grades combined from 49.1% to 52.48% by June 2019 as measured by the end of year District Standards Assessment (DSA).	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data	<p>Striving Readers Comprehensive Literacy initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach:</p> <p>Early Childhood Literacy Academy: Our preschool teacher participate in the academy to build capacity around quality early childhood literacy instruction.</p> <p>School Literacy Plan supported by Literacy Team: As required by the grant, Indian Hills has established a School Literacy Team monitors implementation of our School Literacy Plan and report to SBDM monthly.</p> <p>Literacy Team: An active literacy team is in place at Indian Hills. We have a literacy plan that the literacy team is responsible for implementing throughout our school. We have a diverse team of all stakeholders in order to move literacy instruction forward. The literacy plan focuses on items such as professional learning, aligned curriculum, assessment, instruction, and intervention. We monitor implementation through the PERKS Assessment and add items to our action plan as needed.</p> <p>Supplemental Phonics Program: Fountas and Pinnell Phonics and Word Study System has been purchased and is being implemented this school year. Professional learning support is occurring for implementation and administrator monitoring of phonics instruction. Quarterly sessions are occurring Christi Wright and instructional coaches so that we ensure implementation with fidelity.</p>	<p>F and P Levels Reading Inventory Lexile Measures DSA proficiency (3x per year) Participation Logs Observations Instructional Rounds Common Assessment Data</p>
		<p>Literacy Design Collaborative (LDC): Assistant principal has been trained to be a certified LDC coach. Four teachers are serving in the LDC cohort 1 and are implementing LDCs within their classroom. LDC cohort 2 consists of 4 additional teachers that are being trained on</p>	<p>Participation Logs Observations</p>

	task alignment and LDC modules. The LDC coach and cohort members will work together to implement high quality tass built on focus standards, disciplinary literacy and aligned instruction.	
<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Literacy Cohort: Seven English Language Arts Teachers will participate in the Literacy Cohort. Through this cohort participants will develop, implement, and support one another in effective reading instruction. By utilizing district support through instructional coaches, an effective guided reading program is being implemented at Indian Hills Elementary.</p>	<p>F and P Levels</p> <p>Reading Inventory</p> <p>Lexile Measures</p> <p>DSA proficiency (3x per year)</p> <p>Participation Logs</p> <p>Observations</p> <p>Instructional Rounds</p> <p>Common Assessment Data</p>
<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers Intentionally Learning Together (TILT): All ELA teachers will participate in a TILT session(s) anchored to literacy. Literacy Academy: Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. Teacher leaders throughout the district will share strategies and knowledge in order to help ALL students be successful. Professional dialogue and networking through the Google Classroom will ensure equitable access and availability of resources.</p>	<p>Participation Logs</p>
<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Professional Learning Communities (PLCs): All teachers will participate in a process of intensive reflection upon instructional practices and desired student benchmarks as well monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and doesn't work to enhance student achievement. We will follow the Plan, Do, Study, Act format for PLCs. Teachers will analyze preassessment data to intentionally plan for the unit of instruction. Participate in RTI/Enrichment meetings to determine movement of students based off of progress monitoring data, engage in formative assessment, observe models of quality instruction, receive content specific training, and analyze post assessment data for growth and proficiency.</p>	<p>Participation Logs</p> <p>F and P Levels</p> <p>Reading Inventory</p> <p>Lexile Measures</p> <p>DSA proficiency (3x per year)</p> <p>Pre/Post Calculators</p>
<p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Interventions – Intervention Teachers: Embedded within the PLC cycle is an RTI/Enrichment week. Individual student data is analyzed to ensure appropriate intervention/enrichment opportunities.</p>	<p>Progress monitoring</p> <p>Fountas and Pinnell</p> <p>Reading Inventory</p>

		Interventionists are required to keep progress monitoring data in graph form for easy analysis of the intervention. As an RTI committee student data is analyzed and interventions are prescribed. Some interventions currently being used are System 44, Read 180, iRead, Fountas and Pinnell early literacy interventions and Read to Achieve.	Phonics Inventory
	KCWP 2: Design and Deliver Instruction	Read To Achieve: Through one on one intervention, small group intervention and collaboration within the classroom effective literacy skills are being taught in lower primary. Ensuring that students are reading on grade level before advancing to the next level is critical to future student success and proficiency.	Observation Reading Inventory Foundational Reading Inventory
	KCWP 1: Design and Deploy Standards	Curriculum Planning and Unit Planning: A systematic process for developing and refining curriculum documents aligned with Benchmark Literacy occurs throughout the district. Indian Hills teachers are part of a cohort with their current grade level. These teams meet at least once a year to refine curriculum documents and then are able to communicate and share throughout the year by utilizing a Google Classroom dedicated to their grade level and content area.	F and P Levels Reading Inventory Lexile Measures DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Professional Learning and Coaching: District instructional coaches will provide training and resources in order to deliver instruction that matches the cognitive demand of the standards. Job embedded coaching and training will occur with individual teachers as needed.	F and P Levels Reading Inventory Lexile Measures DSA proficiency (3x per year) Participation Logs Observations Instructional Rounds
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	High Impact Instruction/Lesson Plan Feedback: Indian Hills will continue to implement learning maps, guiding questions and formative assessment based off of Jim Knight's work in High Impact Instruction. Lesson plans receive feedback based on a school developed checklist for meeting the requirements of an effective reading classroom as outlined in the Literacy Continuum. Individual feedback on learning maps, guiding questions, and formative assessments are given as needed.	Lesson Plans In Class Observations
	KCWP 4: Review, Analyze and Interpret Data	Data Trackers: All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.	Completion of Data Trackers

KCWP 2: Design and Deliver Instruction		Deep Dive Team: Our school team has determined that differentiation is our problem of practice. We have completed an analysis of data and have determined that while small groups are occurring not all are being differentiated. We are working a plan that allows students to receive on grade level content while receiving differentiation to meet their needs. ELEOT instrument is being utilized to collect and monitor progress. A district team will also be used to monitor progress.	Observable evidence of differentiation Instructional Rounds data
	KCWP 4: Review, Analyze and Interpret Data KCWP 6: Establishing Learning Culture and Environment	Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.	Employee Engagement Survey results
	KCWP 6: Establishing Learning Culture and Environment	PBIS: Indian Hills implements Positive Behavior Intervention and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will remain in classrooms for instruction
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Power Hours: All ELA teachers will receive training in guided reading as part of the vertical PLC process. This training will occur every 6 weeks and is continuous and job embedded. District Instructional coaches will provide training on effective guided reading practices based off of the Literacy Continuum.	Lesson Plans In Class Observations by coaches and administrators
	KCWP 5: Design, Align and Deliver Support	Family Engagement-Conferences: Parent teacher conferences are held after the first and third nine weeks report cards are sent home. Parents are invited to come in and meet with all of their child's teachers to discuss progress and concerns. Teachers are always available at any point in the year to meet with parents as needed.	Parent Sign In Sheets
	KCWP 5: Design, Align and Deliver Support	Family Engagement-Literacy Night: Each year a Literacy night is held in conjunction with the Big Read. Students participate in activities and lessons around the selected "Big Read" books throughout the weeks leading up to Literacy Night. During the literacy night, parents are invited to come in and view student work as well as receive tips and trainings of ways they can support reading at home.	Parent Sign In Sheets
	KCWP 5: Design, Align and Deliver Support	Family Engagement-Reading Connection Parent Newsletter: A monthly newsletter is sent home to help parents understand how to work with their child on reading. It is written for parents and involves a	Parent Feedback

		variety of tips on appropriate books, ideas for games, as well as real life connections for reading. We send home two editions, one for beginning and one for intermediate.	
Objective 2: Indian Hills Elementary will increase by 3.69% the number of students scoring proficient or above in math in 2nd - 6th grades combined from 55.40% to 59.09% by June 2019 as measured by the end of year District Standards Assessment (DSA).	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Math Cohort: Math teachers participate in the math cohort which provides content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics. Grade level lesson studies once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.	Math Inventory Lesson Plans DSA proficiency
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Number Talks: All math teachers will receive training in number talks as part of the vertical PLC process. This training will occur every 6 weeks and is continuous and job embedded. Utilizing Sherry Parrish's work through Number Talks book study, teachers will consistently implement the Number Talk instructional strategy K-6	Teacher feedback Math Inventory DSA proficiency
	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers Intentionally Learning Together (TILT): All math teachers will participate in a TILT session(s) anchored to math instruction. Math Cohort: Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. Teacher leaders throughout the district will share strategies and knowledge in order to help ALL students be successful. Professional dialogue and networking through the Google Classroom will ensure equitable access and availability of resources.	Participation Logs
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Professional Learning Communities (PLCs): See Goal 1-Objective 1	Participation Logs Math Inventory DSA proficiency (3x per year) Pre/Post Calculators

	KCWP 4: Review, Analyze and Interpret Data		
	KCWP 4: Review, Analyze and Interpret Data	<p>Interventions – Intervention Teachers: Embedded within the PLC cycle is an RTI/Enrichment week. Individual student data is analyzed to ensure appropriate intervention/enrichment opportunities. Interventionists are required to keep progress monitoring data in graph form for easy analysis of the intervention. As an RTI committee student data is analyzed and interventions are prescribed. Some interventions currently being used are Do the Math, Math 180, Moby Max, and Quantiles.com.</p>	Progress monitoring Math Inventory Quantiles.com
	KCWP 1: Design and Deploy Standards	<p>Curriculum Planning and Unit Planning: A systematic process for developing and refining curriculum documents aligned with Eureka occurs throughout the district. Indian Hills teachers are part of a cohort with their current grade level. These teams meet at least once a year to refine curriculum documents and then are able to communicate and share throughout the year by utilizing a Google Classroom dedicated to their grade level and content area.</p>	Math Inventory DSA Proficiency Common Assessments
	KCWP 1: Design and Deploy Standards	Professional Learning and Coaching: See Goal 1-Objective 1	Math Inventory DSA proficiency (3x per year)
	KCWP 2: Design and Deliver Instruction		Participation Logs Observations Instructional Rounds
	KCWP 3: Design and Deliver Assessment Literacy		
	KCWP 2: Design and Deliver Instruction	Deep Dive Team: See Goal 1-Objective 1 To support literacy all math teachers are implementing interactive read alouds in their classrooms.	Observable evidence of differentiation Instructional Rounds
	KCWP 1: Design and Deploy Standards	High Impact Instruction/Lesson Plan Feedback: Indian Hills will continue to implement learning maps, guiding questions and formative assessment based off of Jim Knight's work in High Impact Instruction. Lesson plans receive feedback based on a school developed checklist for meeting the requirements of an effective mathematics classroom. Individual feedback on learning maps, guiding questions, and formative assessments are given as needed.	Lesson Plans In Class Observations
	KCWP 4: Review, Analyze and Interpret Data	Data Trackers: See Goal 1-Objective 1	
	KCWP 4: Review, Analyze and Interpret Data	Stakeholder Engagement: See Goal 1-Objective 1	

	KCWP 6: Establishing Learning Culture and Environment			
	KCWP 6: Establishing Learning Culture and Environment		PBIS: See Goal 1-Objective 1	
	KCWP 1: Design and Deploy Standards		Power Hours: All math teachers will receive training in interactive read alouds as part of the vertical PLC process. This training will occur every 6 weeks and is continuous and job embedded. District Instructional coaches will provide training on effective interactive read alouds based off of the Literacy Continuum within the math classroom.	Lesson Plans In Class Observations by coaches and administrators
	KCWP 2: Design and Deliver Instruction			
	KCWP 5: Design, Align and Deliver Support		Family Engagement-Conferences: Parent teacher conferences are held after the first and third nine weeks report cards are sent home. Parents are invited to come in and meet with all of their child's teachers to discuss progress and concerns. Teachers are always available at any point in the year to meet with parents as needed.	Parent Sign In Sheets
	KCWP 5: Design, Align and Deliver Support		Family Engagement-Math Night: Each year a Math night is held during which parents are able to participate in math activities with their children. Parents also receiving training on a variety of elements of math instruction, such as concrete, representation, and abstract. This year our focus will be centered on Number Talks and ways parents can support fluency.	Parent Sign In Sheets
	KCWP 5: Design, Align and Deliver Support		Family Engagement-Math Connection Parent Newsletter: A monthly newsletter is sent home to help parents understand how to work with their child in math. It is written for parents and involves a variety of tips on appropriate websites, ideas for games, as well as real life connections for math. We send home two editions, one for beginning and one for intermediate.	Parent Feedback

Separate Academic Indicator

Goal 2: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 50.5% to 60.6% by 2022.

Objective	Strategy	Activities	Measure of Success
Objective 1:	KCWP 1: Design and Deploy Standards	Science Cohort: Science teachers participate in the math cohort which provides content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and	Teacher implementation Lesson Plans

Increase the number of students scoring proficient or above in Science from 28.8% to 30.72% by 2020.	KCWP 2: Design and Deliver Instruction	support district wide best-practices instruction in science content. After school sessions promote professional learning and collaborative teacher planning for cohort participants.	Through Course Task
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data	Science Assessments: Continue formally established protocols for completing Through Course Tasks with all grade level science teachers (K-6). Teachers will plan and implement at least 2 TCTs and will attend a district level follow up where they meet with their same grade level teachers to analyze student work. Through PLCs, science teachers will meet to analyze CEAs and TCTs. SSAs will be replicated through end of cycle assessments. Vertical PLC: Science teachers will meet every 6 weeks in vertical PLCs to analyze assessments using the Task Screener to check for content alignment and rigor in assessments.	
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data	Content Leveled Literacy: Libraries of science text tied to science content and reading leveled have been purchased and are being implemented in all science classrooms to bridge the gap between science and literacy.	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Literacy Continuum: All science teachers have been training on utilizing the literacy continuum to better understand literacy needs of students and to incorporate those strategies into scientific texts.	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Professional Learning Communities See Goal 1 Objective 1	
	KCWP 2: Design and Deliver Instruction		
	KCWP 3: Design and Deliver Assessment Literacy		
	KCWP 4: Review, Analyze and Interpret Data		

Objective 2: Increase the number of students scoring proficient or above in Social Studies 61.4% to 65.5% by 2020.	KCWP 6: Establishing Learning Culture and Environment	PBIS: See Goal 1-Objective 1		
	KCWP 4: Review, Analyze and Interpret Data	Data Trackers: See Goal 1-Objective 1		
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Literacy Design Collaborative (LDC): Assistant principal has been trained to be a certified LDC coach. Four teachers are serving in the LDC cohort 1 and are implementing LDCs within their classroom. LDC cohort 2 consists of 4 additional teachers that are being trained on task alignment and LDC modules. The LDC coach and cohort members will work together to implement high quality tass built on focus standards, disciplinary literacy and aligned instruction. Currently 4 of 7 science teachers are participating in this work.		Participation Logs Observations
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Standards Training: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards, including deconstruction, mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards. Literacy Design Collaborative (LDC): Assistant principal has been trained to be a certified LDC coach. Four teachers are serving in the LDC cohort 1 and are implementing LDCs within their classroom. LDC cohort 2 consists of 4 additional teachers that are being trained on task alignment and LDC modules. The LDC coach and cohort members will work together to implement high quality tass built on focus standards, disciplinary literacy and aligned instruction. Currently 4 of 7 social studies teachers are participating in this work.		Lesson Plans Classroom Observations Participation Logs Observations
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 1: Design and Deploy Standards	Literacy Continuum: All social studies teachers have been trained on utilizing the literacy continuum to better understand literacy needs of students and to incorporate those strategies into social studies texts.		Teacher implementation and lesson plans
	KCWP 1: Design and Deploy Standards	Professional Learning Communities See Goal 1 Objective 1		

	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data			
	KCWP 6: Establishing Learning Culture and Environment	PBIS: See Goal 1-Objective 1		
	KCWP 4: Review, Analyze and Interpret Data	Data Trackers: See Goal 1-Objective 1		
Objective 3: Increase the number of students scoring proficient or above in Writing 61.4% to 65.5% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	School Literacy Plan supported by Literacy Team: As required by the grant, Indian Hills has established a School Literacy Team monitors implementation of our School Literacy Plan and report to SBDM monthly. Literacy Team: An active literacy team is in place at Indian Hills. We have a literacy plan that the literacy team is responsible for implementing throughout our school. We have a diverse team of all stakeholders in order to move literacy instruction forward. The literacy plan focuses on items such as professional learning, aligned curriculum, assessment, instruction, and intervention. We monitor implementation through the PERKS Assessment and add items to our action plan as needed.	Lesson Plans and Observations Student work samples	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Writing: Utilizing the school wide writing checklist, students will participate in creating a variety of writing pieces including those specific to narrative, opinion, and informative pieces. Students will receive feedback in the form of conferencing and stars and stairs along with a composite score from the Kentucky Department of Education On Demand Writing Rubric.	Student work samples	

	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	District Writing Plan: Assistant principal and 5th grade writing teacher will serve on the district committee to create a writing plan for all elementary schools. This plan will then be utilized within our school building.	Indian Hills Writing Plan
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data	Professional Learning Communities See Goal 1 Objective 1	
	KCWP 6: Establishing Learning Culture and Environment	PBIS: See Goal 1-Objective 1	

Gap

Goal 3: Increase the number of students scoring proficient or above in reading in the consolidated student group from 41.3% to 45.43% by 2022.

Objective	Strategy	Activities	Measure of Success
Objective 1:		See Goal 1 Objective 1	See Goal 1 Objective 1
			O

<p>Increase the percentage of African American students in the Consolidated Gap Group scoring proficient or above in reading from 40.2% to 41.54% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Trauma Informed Care: School wide training will continue to occur in Trauma Informed Care research in educating students . By looking at Adverse Childhood Effects and how they impact student lives, teachers will be better equipped to meet the needs of these students within the classroom setting.</p> <p>PLC Cycle 6 Data Analysis: After the completion of each common assessment and district standards assessment, teachers will put data into the data tracker. Data trackers already have built in student identification to all gap groups so the data can easily be sorted by subgroups. Teachers will receive a data disaggregation chart showing all gap groups comparisons for their assessment data. Discussion of gap group performance will occur during the Cycle 6 PLC.</p> <p>Interventions – Intervention Teachers: Embedded within the PLC cycle is an RTI/Enrichment week. Individual student data is analyzed to ensure appropriate intervention/enrichment opportunities. Interventionists are required to keep progress monitoring data in graph form for easy analysis of the intervention. As an RTI committee student data is analyzed and interventions are prescribed. Some interventions currently being used are System 44, Read 180, iRead, Fountas and Pinnell early literacy interventions and Read to Achieve.</p> <p>Professional Learning Communities (PLCs): All teachers will participate in a process of intensive reflection upon instructional practices and desired student benchmarks as well monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and doesn't work to enhance student achievement. Teachers will analyze preassessment data to intentionally plan for the unit of instruction. Participate in RTI/Enrichment meetings to determine movement of students based off of progress monitoring data, engage in formative assessment, observe models of quality instruction, receive content specific training, and analyze post assessment data for growth and proficiency.</p> <p>Data Trackers: All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.</p>	<p>Observable implementation of Jensen strategies</p> <p>Common Assessment Data DSA Data</p> <p>Progress monitoring Fountas and Pinnell Reading Inventory Phonics Inventory</p> <p>Participation Logs F and P Levels Reading Inventory Lexile Measures DSA proficiency (3x per year) Pre/Post Calculators</p> <p>Completion of Data Trackers</p>	<p>C O F a C</p> <p>F t e p e s t c c a l o f</p> <p>S a r m s t a c b e</p> <p>S P C (F G D D C</p> <p>S</p>
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		Kindergarten Early Literacy Intervention Program: The purpose of this program is to intervene quickly and appropriately with students who are not meeting literacy benchmarks early on. Benchmark identification occurs through Fountas and Pinnell Early Literacy Assessments and intervention occurs through the HMH program of iRead and teacher resources.	Reading Inventory Early Literacy Skills Assessments	M in st te
Objective 2: Increase the percentage of Students with Disabilities in the Consolidated Gap Group scoring proficient or above in reading from 25.0% to 25.8% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<p>See Goal 1 Objective 1</p> <p>See Goal 3 Objective 1</p> <p>Teachers Intentionally Learning Together (TILT): All special education teachers will participate in a TILT session(s) anchored to meeting the needs of students with disabilities. Teacher leaders throughout the district will share strategies and knowledge in order to help ALL students be successful. Professional dialogue and networking through the Google Classroom will ensure equitable access and availability of resources.</p> <p>Priority Scheduling/Services: Leadership team has reviewed all IEPs of students with disabilities to ensure appropriate services and scheduling.</p> <p>Lesson Plan Sharing Through Team Drives: All lesson plans will be posted in the team drive on Google. This allows for all teachers (general and special education) to have access to one another's plans and allow for modifications to content as needed for students with disabilities.</p>	<p>Participation Logs</p> <p>Achievement Gap Closure Increased proficiency</p> <p>Lesson Plans uploaded to Google Drive</p>	St re m of F s f e c te sc F le
Objective 3: Increase the percentage of English Learners in the Consolidated Gap Group scoring proficient or above in reading from 26.7% to 27.59% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	<p>See Goal 1 Objective 1</p> <p>See Goal 3 Objective 1</p> <p>PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners.</p> <p>English Learners: Build language proficiency with differentiated, supplemental instructional resources that target listening, speaking, reading, and writing.</p>	<p>Participation in PLCs Observations</p> <p>ACCESS scores DSA scores Rubrics</p>	O D Tr O Pl

	KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	
Objective 4: Increase the percentage of Economically Disadvantaged students in the Consolidated Gap Group scoring proficient or above in reading from 45.6% to 47.12% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	See Goal 1 Objective 1 See Goal 3 Objective 1 Eric Jensen work on Poverty: Indian Hills has completed trainings on working with students with poverty and the effect it has on school performance. We utilize responsive strategies as well as assisting families that need additional help through our Family Resource Center to remove barriers to learning.
		Lesson Plans FRYSC documentation Service Projects

Goal 4: Increase the number of students scoring proficient or above in math in the consolidated student group from 47.3% to 52.03% by 2022.			
Objective	Strategy	Activities	Measure of Success

Objective 1: Increase the percentage of African American students in the Consolidated Gap Group scoring proficient or above in math from 46.4% to 47.95% by 2020.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>See Goal 1 Objective 2</p> <p>Trauma Informed Care: School wide training will continue to occur in Trauma Informed Care research in educating students . By looking at Adverse Childhood Effects and how they impact student lives, teachers will be better equipped to meet the needs of these students within the classroom setting.</p> <p>PLC Cycle 6 Data Analysis: After the completion of each common assessment and district standards assessment, teachers will put data into the data tracker. Data trackers already have built in student identification to all gap groups so the data can easily be sorted by subgroups. Teachers will receive a data disaggregation chart showing all gap groups comparisons for their assessment data. Discussion of gap group performance will occur during the Cycle 6 PLC.</p> <p>Interventions – Intervention Teachers: Embedded within the PLC cycle is an RTI/Enrichment week. Individual student data is analyzed to ensure appropriate intervention/enrichment opportunities. Interventionists are required to keep progress monitoring data in graph form for easy analysis of the intervention. As an RTI committee student data is analyzed and interventions are prescribed. Some interventions currently being used are Math 180, Do the Math, Imagine Math and Zearn.</p> <p>Professional Learning Communities (PLCs): All teachers will participate in a process of intensive reflection upon instructional practices and desired student benchmarks as well monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and doesn't work to enhance student achievement. Teachers will analyze preassessment data to intentionally plan for the unit of instruction. Participate in RTI/Enrichment meetings to determine movement of students based off of progress monitoring data, engage in formative assessment, observe models of quality instruction, receive content specific training, and analyze post assessment data for growth and proficiency.</p> <p>Data Trackers: All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.</p>	<p>See Goal 1 Objective 2</p> <p>Observable implementation of Jensen strategies</p> <p>Common Assessment Data DSA Data</p> <p>Progress monitoring Math Inventory Data</p> <p>Participation Logs F and P Levels Reading Inventory Lexile Measures DSA proficiency (3x per year) Pre/Post Calculators</p> <p>Completion of Data Trackers</p>	<p>See Goal 1 Objective 2</p> <p>See Goal 4 Objective 1</p>
Objective 2:		<p>See Goal 1 Objective 2</p> <p>See Goal 4 Objective 1</p>		

<p>Increase the percentage of Students with Disabilities in the Consolidated Gap Group scoring proficient or above in math from 22.5% to 23.25% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers Intentionally Learning Together (TILT): All special education teachers will participate in a TILT session(s) anchored to meeting the needs of students with disabilities. Teacher leaders throughout the district will share strategies and knowledge in order to help ALL students be successful. Professional dialogue and networking through the Google Classroom will ensure equitable access and availability of resources.</p> <p>Priority Scheduling/Services: Leadership team has reviewed all IEPs of students with disabilities to ensure appropriate services and scheduling.</p> <p>Lesson Plan Sharing Through Team Drives: All lesson plans will be posted in the team drive on Google. This allows for all teachers (general and special education) to have access to one another's plans and allow for modifications to content as needed for students with disabilities.</p>	<p>Participation Logs</p> <p>Achievement Gap Closure</p> <p>Increased proficiency</p> <p>Lesson Plans uploaded to Google Drive</p>	<p>Share</p> <p>Feedback</p> <p>Feedback</p>
<p>Objective 3:</p> <p>Increase the percentage of Economically Disadvantaged students in the Consolidated Gap Group scoring proficient or above in math from 52.1% to 53.84% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>See Goal 1 Objective 2</p> <p>See Goal 4 Objective 1</p> <p>Eric Jensen work on Poverty: Indian Hills has completed trainings on working with students with poverty and the effect it has on school performance. We utilize responsive strategies as well as assisting families that need additional help through our Family Resource Center to remove barriers to learning.</p>	<p>Lesson Plans</p> <p>FRYSC documentation</p> <p>Service Projects</p>	<p>Feedback</p>

	KCWP 6: Establishing Learning Culture and Environment	
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Goal 5: Increase the number of African American students scoring proficient or above in science, social studies, and writing from a combined score of 3:

Objective	Strategy	Activities	Measure of Success
Objective 1: Increase the percentage of African American students in the Consolidated Gap Group scoring proficient or above in science from 13.6% to 14.51% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	See Goal 2 Objective 1 Trauma Informed Care: School wide training will continue to occur in Trauma Informed Care research in educating students . By looking at Adverse Childhood Effects and how they impact student lives, teachers will be better equipped to meet the needs of these students within the classroom setting. PLC Cycle 6 Data Analysis: After the completion of each common assessment and district standards assessment, teachers will put data into the data tracker. Data trackers already have built in student identification to all gap groups so the data can easily be sorted by subgroups. Teachers will receive a data disaggregation chart showing all gap groups comparisons for their assessment data. Discussion of gap group performance will occur during the Cycle 6 PLC. Professional Learning Communities (PLCs): All teachers will participate in a process of intensive reflection upon instructional practices and desired student benchmarks as well monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and doesn't work to enhance student achievement. Teachers will analyze preassessment data to intentionally plan for the unit of instruction. Participate in RTI/Enrichment meetings to determine movement of students based off of progress monitoring data, engage in formative assessment, observe models of quality instruction, receive content specific training, and analyze post assessment data for growth and proficiency. Data Trackers: All staff will utilize data trackers to keep all assessment data of individual students in one central location that is	See Goal 2 Objective 1 Observable implementation of Jensen strategies Common Assessment Data DSA Data Participation Logs F and P Levels Reading Inventory Lexile Measures DSA proficiency (3x per year) Pre/Post Calculators Completion of Data Trackers

		shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.	
Objective 2: Increase the percentage of African American students in the Consolidated Gap Group scoring proficient or above in social studies from 41.4% to 44.16% by 2020.		See Goal 2 Objective 2 See Goal 5 Objective 1	
Objective 3: Increase the percentage of African American students in the Consolidated Gap Group scoring proficient or above in writing from 51.7% to 55.15% by 2020.		See Goal 2 Objective 3 See Goal 5 Objective 1	

Growth

Goal 6: Increase the combined average growth score in reading and math for 4th-6th grade students from 70.4 to 77.44 by 2022.			
Objective	Strategy	Activities	Measure of Success
Objective 1: 80% of K-6 combined readers at Indian Hills will reach their annual growth goal by May 2020 as	See Goal 1-Strategies See Goal 3-Strategies	See Goal 1-Measurable Objective 1-Activities See Goal 3-Measurable Objective 1-Activities See Goal 3-Measurable Objective 2-Activities See Goal 3-Measurable Objective 3-Activities See Goal 3-Measurable Objective 4-Activities	See Goal 1 and 3

evidenced by a 100 point growth in lexiles.	KCWP 6: Establishing Learning Culture and Environment	Goal Setting: Prior to the Reading Inventory Assessment students will set individual goals for lexile growth through a conference with their teacher. Students will have individual goal cards and track their individual data.	Reading Inventory
	KCWP 4: Review, Analyze and Interpret Data	Growth Analysis: During each 6 week PLC cycle, individual student growth is analyzed from pre assessment scores to post assessment scores.	PLC documentations
Objective 2: 80% of K-6 combined mathematicians at Indian Hills will reach an annual growth goal by May 2020 as measured by 100Q growth on the Math Inventory	See Goal 1-Strategies See Goal 4-Strategies	See Goal 1-Measurable Objective 2-Activities See Goal 4-Measurable Objective 1-Activities See Goal 4-Measurable Objective 2-Activities See Goal 4-Measurable Objective 3-Activities	See Measures of Success: Goal 1 See Measures of Success: Goal 4
	KCWP 6: Establishing Learning Culture and Environment	Goal Setting: Prior to the Math Inventory Assessment students will set individual goals for lexile growth through a conference with their teacher. Students will have individual goal cards and track their individual data.	Math Inventory
	KCWP 4: Review, Analyze and Interpret Data	Growth Analysis: During each 6 week PLC cycle, individual student growth is analyzed from pre assessment scores to post assessment scores.	PLC documentations

Other

Goal 7: Provide equitable services that ensure the growth and success for all students.

Objective	Strategy	Activities	Measure of Success
Objective 1: To decrease the number of behavior referrals in 2019-2020 school year by 42 from the 2018-2019 school year.	KCWP 6: Establishing Learning Culture and Environment	PBIS: Indian Hills implements Positive Behavior Intervention and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will remain in classrooms for instructional time
		PBIS Tier 2/3 Team: KASE (Kids Achieving Success Everyday) team established to monitor interventions for students identified as needing behavior RtI. This also includes wraparound services with community partners and mental health services.	Number of disciplinary referrals Students exiting behavioral referrals
		Majors/Minors: A system of majors and minors based off the Christian County Code of Acceptable Behaviors has been implemented. In addressing "minor" behaviors staff will implement interventions and	Decrease of office referrals for "minor" infractions

<p>Objective 2: To decrease the number of students who are chronically absent from school by 3% from the 2019-2020 school year.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>instructional lessons on the misbehavior before an office referral is implemented.</p>	<p>Decrease in percent chronically absent students</p>
		<p>Chronic Absenteeism Report: Indian Hills Chronic Absenteeism report will be pulled weekly to monitor the number of students who are chronically absent. Communication with families in regards to absenteeism will be done through the attendance clerk.</p>	<p>Attendance records</p>
		<p>Attendance Recognition: Recognition of classes and individual students who have perfect attendance will occur. Classes will be recognized daily over the intercom during afternoon announcements. Individual students will be recognized every 9 weeks. Once classes receive 20 days of perfect attendance (not consecutive), as a group they will receive a reward.</p>	<p>Attendance records</p>
		<p>Dairy Queen Partnership: Established partnership with Dairy Queen in order to reward students for perfect attendance with ice cream coupons.</p>	<p>Attendance records</p>