

**2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_09232019\_10:44**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Beechgrove Elementary School**  
Michael Jacks  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

Last Modified: 09/23/2019  
Status: Open

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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.

Michael Jacks September 23, 2019

## **2019-20 BG Phase Two: The Needs Assessment for Schools**

2019-20 Phase Two: The Needs Assessment for Schools

### **Beechgrove Elementary School**

Michael Jacks  
1029 Bristow Rd  
Independence, Kentucky, 41051  
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

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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?

Analysis of K-Prep data, MAP data, Common Assessments, DIBELS Data and other assessment data that have been reviewed throughout the school year leads to continual adjustments in job-embedded professional learning and determination of needs. Through Faculty Meetings, Committee Meetings, PLCs and job-embedded PD, as well as, scheduled and flexible PD during this school year, next steps have been determined with input from administration, teachers, SBDM members, and consultants. Team Leader Meetings, Professional Learning Committee Meetings, Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Teachers and Instructional Assistants determined their personal learning needs through self-evaluation and formative and summative evaluations.



## 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.

On the 2018-19 KPREP test Beechgrove Elementary School's overall percentage of proficient and distinguished students in reading was 57.3 in math was 53.6 and in writing 57.0. The percent of students in economically disadvantaged scoring proficient or distinguished on the 2018-19 KPREP test: 48.8 in reading, 48.8 in math, and science 21.6. MAP Fall data shows that in reading 53% of all students are at or above the 50th percentile and 53% of students with IEPs are at or above the 50th percentile. In math 47% of all students are at or above the 50th percentile and 18% of students with IEPs are at or above the 50th percentile.

## 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.

63.9% of reading students performed at the proficient level in 2019 as opposed to 5.1% of students with disabilities. 60% of math students performed at the proficiency level in 2019 as opposed to 2.6% of students with disabilities. 58% of reading students performed at the proficient level in 2018 as opposed to 39% of non-English learners. 55% of math students performed at the proficient level in 2019 as opposed to 0% of non-English learners.

## Trends

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

Over the past several years our data analysis showed that our academic priorities would be on improving core reading, math, and writing instruction by focusing on meaningful engagement, accountable talk, formative assessment, and effective collaborative learning. Math Grade 5 longitudinal data showed an increased of 10.69% and 86% of Math Grade 5 students showed growth in 2019. Writing Grade 5 students increased from 41.5% scoring proficient/distinguished in 2018 to 57.5% in 2019. Math Grade 4 students scoring proficient/distinguished decreased from 64.9% in 2017 to 53.6% in 2019. Reading Grade 4 students scoring proficient /distinguished decreased from 70.4% in 2017 to 57.3% in 2019.

## 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

We will focus on the following processes, practices, and conditions to improve student learning: KCWP 1: Design and Deploy Standards-Lesson plans reflect intentional tasks and activities where students are on the cusp of moving from novice to apprentice, apprentice to proficient, and proficient to distinguished.-Involve KCSD consultant to work with each grade level to fully implement, with fidelity, our math policy.(informed decisions are made and effective instructional strategies are shared and tracked).KCWP 2: Design and Deliver Instruction-PPR walk bubble talks will ensure that tasks are rigorous and meaningful. These bubble talks will allow for frequent opportunities for both teacher and administrator to self-reflect and refine feedback.-Kagan strategies will be incorporated in K-5 classrooms so that there is an increase in collaborative thinking and leaning.KCWP 3: Design and Deliver Assessment Literacy-Tighten our MTSS and Admin team collaboration to review weekly data (triangulating data and tracking assessments so that appropriate RTI tasks and activities are rigorous and meaningful.

## 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%.

50.9% of Gap math students performed at the proficient/distinguished level on 2019 KPREP test and 48.9% of Gap math students performed at the proficient/distinguished level on 2018 KPREP test. 58.9% of 4th grade reading students performed at the proficient/distinguished level on 2018 KPREP test and 62.3% of 5th grade reading students performed at the proficient/distinguished level on 2019 KPREP test. 41.5% of writing students performed at the proficient/distinguished level on 2018 KPREP test and 57% of writing students performed at the proficient/distinguished level on 2019 KPREP test. 59.4% of social studies students performed at the proficient/distinguished level on 2018 KPREP test and 60.53% of social studies students performed at the proficient/distinguished level on 2019 KPREP test.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 BG Phase Two: School Assurances**

### **2019-20 Phase Two: School Assurances**

#### **Beechgrove Elementary School**

Michael Jacks  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

**Last Modified: 10/16/2019**

**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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## **2019-20 BG Phase Two: School Safety Report**

2019-20 Phase Two: School Safety Report

### **Beechgrove Elementary School**

Michael Jacks  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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

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

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes

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

*If the answer is "no", please explain in the comment box.*

Yes

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

*If the answer is "no", please explain in the comment box.*

Yes

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

*If the answer is "no", please explain in the comment box.*

Yes

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

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

July 2019

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

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

August 19, 2019

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes



Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 BG Phase Three: Executive Summary for Schools\_11192019\_11:08**

### **2019-20 Phase Three: Executive Summary for Schools**

#### **Beechgrove Elementary School**

Michael Jacks  
1029 Bristow Rd  
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United States of America

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

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

Beechgrove Elementary is located in Independence, Kentucky, servicing over 700 students in preschool through fifth grades. Based on 2018-2019 KPREP data, Beechgrove School had 57.3% of students at the proficient and distinguished level in reading, 53.6% of students at the proficient and distinguished level in math, and 57.0% of students at the proficient and distinguished level in writing. With approximately 60% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. All of our teachers are highly qualified with an average of 18 years of teaching experience. 35% of the teachers have a Master's degree and 22% have a Rank 1. Five teachers are certified by the National Board of Professional Standards. Our dedicated and experienced staff works as a Professional Learning Community to motivate and challenge students at high levels. Our teaching team includes general education teachers, special area teachers (Physical Education, Art, Music, Project Lead the Way, and Media Specialist), special education teachers, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading intervention teachers and instructional assistants, and a guidance counselor. We strive to create classrooms at each grade level that have a balance of gender, academic abilities, and social needs. Working as a team with families, community members, educators and students Beechgrove provides quality educational opportunities for all of our students. Students have many opportunities to participate in school programs throughout the day and beyond. These programs develop academic and social skills and include Chorus, Art Club, Coding Club, Quick Recall Team, Future Problem Solving Team, Spelling Bee, Energy Team, Basketball, Karate, Bowling, Junior Achievement, 4-H, and Running Club. Beechgrove students also participate in various local and state competitions in art, writing and conservation.

#### 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.

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove staff uses a positive and proactive approach with classroom management ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order that all the learning needs of students are met. Teachers implement Response to Instruction research based programs and strategies that are determined based on formative and summative assessments. The RTI committee and classroom teachers develop a plan for students who are at risk. Teachers incorporate the use of Learning Targets, formative and summative assessments, disciplinary literacy strategies, including the use of Accountable Talk and higher level problem solving strategies. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade. These students receive enrichment activities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as attending the Project ASCENT pull out program. At Beechgrove we believe that: Students, community and parental involvement are important-Students will develop a strong academic foundation-Students will

develop appropriate social skills-Students will develop appropriate physical skills and become "health aware" individuals with healthy life styles-Students will be respectful of the environment and the world around us-Students will have strong dignity and self-worth

#### 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.

Beechgrove students are recognized for many accomplishments. These recognition programs include: Weekly Golden Bell Attendance Recognition, Monthly Attendance Incentive, Bruin Buddies, Reading Counts Program Awards, Bruin Leaders, Character Counts awards, WOW (What Outstanding Work) Awards, KPREP Celebration Awards, Honor Roll recognition, classroom award incentives for positive behavior. Parent and community volunteers have many opportunities to be involved in the success of Beechgrove students. Volunteer programs include B.E.S.T. partnerships, PTA, One-to-One Reading program, Student Advocate Program, Meant-to-Be Mentoring Program, FRC sponsored programs/events (BornLearning, Energy Bus School, ABCs for Parenting, Kindergarten Jump Start and Me and My School Programs, Community Action Day), Junior Achievement, 4-H, and classroom volunteers. Volunteers are very important to our school and we encourage parents, guardians, and community members to be actively involved in our school. Our areas of improvement over the next three years include a school wide systematic SEL program implemented with fidelity. The Choose Love curriculum will be utilized with the addition of growth mindset including monthly character traits. In addition, all tier 2 behavior and mental health students will be assigned an additional adult advocate providing an additional layer of support. There will be a continued emphasis on increasing formative assessment in tier 1 so that instructional decision are data driven and benefit student learning at all levels.

#### 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.

Beechgrove Elementary was selected to pilot the first Toyota bornlearning® Academy to support kindergarten readiness and beyond. Due to the success of this program at our school, United Way of Greater Cincinnati Success By 6 chose Beechgrove to be the model site for the state. Additional schools in the state are working to implement this program with funding provided from Toyota. Our Family Resource Center collaborates with these schools to ensure fidelity of the Toyota bornlearning® program. The bornlearning® Academy is a series of family workshops. Together families learn how to prepare children for school by turning everyday moments into learning opportunities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 BG Phase Three: Comprehensive Improvement Plan for Schools\_11192019\_12:00**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### **Beechgrove Elementary School**

Michael Jacks  
1029 Bristow Rd  
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United States of America

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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

**Attachment Summary**

Attachment Name	Description	Associated Item(s)
 Beechgrove 2019 Comprehensive 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 priority needs, funding, and closing achievement gaps among 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 required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement 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, 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.

# 1: Proficiency Goal

Goal 1: Beechgrove Elementary School will increase the percentage of students who are proficient and distinguished in 4<sup>th</sup> grade math on the state assessment from 53.7% in 2019 to 79.5% by May 15, 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of proficient/distinguished in math for grade 4 students from 53.7% in 2019 to 58.9% in 2020.	KCWP 2: Design and Deliver Instruction Classroom Activities	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Scores, Common Assessments and Weekly Assessments	At PLC's teachers look at student progress monitoring data from formative assessments, common assessments and weekly assessments in both reading and math. Admin learning walks focus on meaningful engagement and formative assessment.	0
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Weekly Assessments, Common Assessments	Review Common Assessment Data in District Data Dashboard to analyze and compare data in context.	
	KCWP 5: Design, Align and Deliver Support Classroom Activities	Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.	District Data Dashboard to progress monitor individual student progress.	Review MTSS data every 4-5 weeks so that student progress is monitored, data-drive decisions are made and parent communication is current and updated.	

## 2: Separate Academic Indicator

Goal 2: Beechgrove Elementary School will increase the percentage of students who are proficient/distinguished in science for students from 28.4% in 2019 to 53.2% by May 15, 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who are proficient/distinguished in science from 28.4% in 2019 to 34.6% in 2020.	KCWP 1: Design and Deploy Standards Classroom Activities	Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Lesson plans reflect alignment of standards, learning targets, activities, and assessments.	Learning walk feedback to teachers and lesson plans.	0
	KCWP 2: Design and Deliver Instruction Classroom Activities (Implementation of PLTW curriculum; teachers will participate in district cohort for science).	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Science monthly assessments.	Learning Walks-Feedback from Admin Team and Consultants in regular classroom teacher's classrooms during science instruction	
	KCWP 4: Review, Analyze and Apply Data Classroom Activities (Implement weekly learning checks to measure proficiency and progress on IEP goals).	Assure consideration and addressment of non-academic barriers to learning.	Science monthly assessments to measure proficiency of grade level standards.	Review monthly assessments and make adjustments in instruction based on data to ensure growth of every student in reaching science proficiency standards.	

### 3: Achievement Gap

Goal 3: Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 48.8% in 2019 to 76.6% by May 15, 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of special education students who are proficient/distinguished in reading and math from 48.4% in 2019 to 55.4% in 2020.	KCWP3: Design and Deliver Assessment Literacy Classroom Activities (Weekly Sped meetings to monitor student progress data and progress on goals).	Use summative evidence to inform what comes next for individual students and groups of students.  Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly assessments, MAP, and common assessment data and progress on IEP goals for individual students using EZ med.	Weekly Sped and grade level PLC meetings.	0
	KCWP 6: Establishing Learning Culture and Environment Classroom Activities	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity	RBTL and SEL data dashboard.	Weekly admin meetings data dashboard, and PBIS data review.	
		Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	MTSS Student Support Request data and weekly PLC meetings.	Bi-weekly meetings with FRYSC	

#### 4: Growth

Goal 4: By 2023, Beechgrove Elementary School will increase the percentage of students showing growth in MAP for reading from 59.1% in Spring 2019 to 71.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students showing growth in MAP for reading from 59.1% in 2019 to 62.2% in 2020.	KCWP 2: Design and Deliver Instruction Classroom Activities (Focus on Tier 1 Quality Instructional Cycle; grade-level planning days).	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Assessments, Common Assessments, MAP	Learning walk feedback from Admin Team and consultants in regular classroom teacher's classrooms during instruction.	0
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Assessments, Common Assessments, MAP.	Learning walk feedback to teachers and review of lesson plans.	
	KCWP 6: Establishing Learning Culture and Environment Classroom Activities (SEL Choose Love curriculum).	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Discipline Referrals, Tier II and Tier III Behavior and Mental Health Data		
		Enable students to develop leadership roles within the school and/or classroom.	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	Tier II and Tier III interventions. Intervention data in reading, math and behavior are monitored every 6 weeks.	



## **2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_12112019\_17:17**

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### **Beechgrove Elementary School**

Michael Jacks  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

Last Modified: 12/16/2019

Status: Open

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attachment

## II. Achievement Gap Analysis

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

Beechgrove services over 700 students in preschool through fifth grades. With approximately 61% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. Beechgrove has approximately 28% students in the gap group and 17% students with disability with an IEP. Beechgrove has approximately 15% of students who are identified as homeless. The climate and culture of Beechgrove Elementary School is positive and productive. Student basic needs are met and there is a "no excuse" expectation for all learners. Teachers and staff take students where they are and move them to their highest potential. Parents are supportive as are community agencies and organizations. We have excellent attendance at our Born Learning monthly academies where home and school come together to provide opportunity and resources for families as they relate to education now and in the future.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Beechgrove's free and reduced numbers have ranged between 61% and 67% over the past two years while our gap achievement scores have increased. Our free and reduced students are performing within 3%-10% of all students in Reading, Math, Social Studies, and On-demand Writing. Reading Grade 3 free/reduced students scored at proficient/distinguished – 59.5% (Reading Grade 3 all students scored at proficient/distinguished – 63.4%). On-Demand Writing free/reduced students scored at proficient/distinguished – 6.6% (On-Demand Writing all students scored at proficient/distinguished – 5.2%).

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

When comparing 3rd grade math gap students and all 3rd grader students there was no significant difference with students who performed at proficient/distinguished (less than 3%). When comparing on-demand writing gap students and on-demand all students, there was no significant difference with students who performed at proficient/distinguished (less than 5%).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The gap groups and content areas where Beechgrove have lacked progression or regression is in Math Grade 4 students at proficient/distinguished – 39.2% (Math Grade 4 all students at proficient/distinguished – 48%). In Reading Grade 4 students at proficient/distinguished – 37.8% (Reading Grade 4 all students at proficient/distinguished – 50.4%).

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

Our focus over the past several years has been to increase reading proficiency school wide. Effective utilization of the MTSS process, personnel, resources, intervention programs and materials have been put into place to increase our reading scores school wide. More emphasis

now needs to be on following that same process for math and securing personnel, resources, intervention programs and materials to increase math proficiency school wide. Co-teaching models need to be implemented to fidelity and our master schedule tweaked to enable regular education teachers and special education teachers to have common planning time.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Beechgrove's school improvement plan is reviewed and feedback solicited at our SBDM, faculty, PLC, and Bruin Leadership Team meetings. Input is solicited throughout the year from surveys and various committee work. Updates and minutes from committee work and meetings are shared so that all stakeholders have input and are kept current with progress on goals. There is close collaboration with district consultants and administration to ensure that essential support and professional development is provided to all staff. SBDM meetings - Mike Jacks, Heather Rabe, Lisa Manor, Patrick Mulcahy, Peggy Kreidenweis, Katie Tekulve, Donna Davis, Megan Sims, and Amy Edwards. PLC meetings - Mike Jacks, Heather Rabe, and teachers.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Teachers will participate in professional development in the area of core math instruction, use of MAP data to set goals, best practice co-teaching math methods, and differentiated math activities and strategies. Master schedules changes will be made reflecting 90 minute core math and additional RTI time. Beechgrove's Professional Development plan was approved by Dr. Webb, superintendent in May 2019. Extended School Services will include summer learning program will focus on math fact fluency, operations, and problem solving. Extended School Services were approved by Dr. Webb, superintendent in April 2019.

### III. Planning the Work

#### Closing the Achievement Gap Goals

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

Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 48.4% in 2019 to 76.6% by May 15, 2023. By 2020, Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 48.4% to 55.4% in 2020 as measured by the school report card proficiency data. Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 48.4% in 2019 to 76.6% by May 15, 2023. By 2020, Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 48.4% to 55.4% in 2020 as measured by the school report card proficiency data.

#### Closing the Achievement Gap



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

Step 2: Complete your findings and answers.

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

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 December 2019 Beechgrove Gap Group		•
 December 2019 Beechgrove Measurable Gap Goal		•



Gap Group/Total number of students	Percentage of Total School Population
African American 36	4.8
Hispanic 55	7.4
Two or More Races 44	5.9
Asian 5	0.7
English Learners 31	4.1
Free/Reduced 459	61.4
Students with Disabilities 130	17.4

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
Objective 1: Increase the percentage of special education students who are proficient/distinguished in reading and math from 48.4% in 2019 to 55.4% in 2020.	<p>KCWP3: Design and Deliver Assessment Literacy Classroom Activities (Weekly Sped meetings to monitor student progress data and progress on goals).</p> <p>KCWP 6: Establishing Learning Culture and Environment Classroom Activities</p>	<p>Use summative evidence to inform what comes next for individual students and groups of students.</p> <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <p>Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity</p> <p>Ensure that all available resources are deployed to assist students in need,</p>	<p>Weekly assessments, MAP, and common assessment data and progress on IEP goals for individual students using EZ med.</p> <p>RBTL and SEL data dashboard.</p> <p>MTSS Student Support Request data and weekly PLC meetings.</p>	<p>Weekly Sped and grade level PLC meetings.</p> <p>Weekly admin meetings data dashboard, and PBIS data review.</p> <p>Bi-weekly meetings with FRYSC</p>

Funding Mechanism and Amount	
0	

2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_09292019\_21:31

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**James A Caywood Elementary School**

Kelly Conner  
3300 Turkeyfoot Rd  
Edgewood, Kentucky, 41017  
United States of America

Last Modified: 09/29/2019

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.

Kimberly Rae Mott 9-29-19

2019-20 Phase Two: The Needs Assessment for Schools\_10222019\_08:34

2019-20 Phase Two: The Needs Assessment for Schools

**James A Caywood Elementary School**  
Kelly Conner  
3300 Turkeyfoot Rd  
Edgewood, Kentucky, 41017  
United States of America

Last Modified: 10/22/2019  
Status: Open

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## 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.

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## 2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

## 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?

Our school's data analysis is a recursive process. Each week in PLC meetings with teachers, new data is reviewed which may include KPREP, MAP data, Dibels, Brigance, Weekly Assessment Data as well as program intervention data, attendance and social emotional learning. At our monthly Curriculum and Instruction meetings at the District Level, data from KPREP, MAP as well as data coming directly from the district data dashboard is analyzed and that data is then presented to the Admin Team (MTSS) as well as grade level teacher groups, our Teacher Leadership Group and to our SBDM Council. In order to support the decisions of the SBDM Council, our Teacher Leadership Team has been developed with a representative from each grade level, special area, and special education. This team meets ~~every~~ weekly to analyze current data and provide input on instruction, curriculum, PBIS, Social Emotional Learning any data that may impact student achievement, safety and culture. This team is responsible for communicating back to the teachers issues, concerns, data and important information shared at these meetings. Recommendations from this group may be given to SBDM Council. Standing Committees also work to make recommendations to the council. Committees meet monthly or as needed and minutes are reported at each monthly regular SBDM Council meeting. In addition, our Admin Team (MTSS Multi-Tiered System of Support) meets every Monday to review current student data in the areas of academics, attendance, behavior referrals and social-emotional needs of students including chronic attendance concerns. The MTSS team is comprised of Principal, Assistant Principal, Counselor, FRC, School Psychologist, District RBTL and social worker. These meetings are focused on individual student progress, as well as identifying trends in the data across the school. Tier II and Tier III students are monitored for progress by this team every 6 weeks to determine next steps for students who are receiving Tier II or Tier II interventions. Those recommendations are discussed in detail with teachers the following week during PLC's in order to best make instructional decisions for those students making insufficient progress according to progress monitoring data. Letters are sent to parents to communicate that their child is in a Tier II or Tier III intervention and meetings are held as needed when a child continues to not show adequate progress in their intervention. Weekly assessment data in Reading and Math is analyzed by each grade level team weekly to monitor student progress towards proficiency and mastery of standards. The Special Education Team also meets each weekly to analyze proficiency data as well as IEP data to ensure growth of those students who receive specially designed instruction. Meeting minutes and decisions are documented and are housed in a team google drive and shared with district special education consultants. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KPREP, MAP, midterms, report cards and individual communications from teachers as needed based on student performance and need.

## 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.

-Twenty Eight(28%) of students in the achievement gap of students with disabilities scored proficient on KPREP Reading as compared to 58.56% of ALL students; -Seventeen(17%) of students with disabilities scored proficient on KPREP Math as compared to 60.96% of All students-Fall MAP Scores indicate that 61.21% of students at or above 50th percentile in Reading, while 21.21% of students with special needs are at or above 50th percentile-61.70% of 5th grade students scored Proficient or Distinguished in Reading, which is a 2.10% increase from 2017-18 and 78.26% of 5th grade students made growth.-60.63% of 5th grade students scored Proficient or Distinguished in Math. This is a 5.83% increase by the same students in 4th grade in the 2017-18 school year and 86.96% of these students showed growth from 2017-18 to 2018-19 in Math.Non-Academic Data:-95.9% of students did not have any behavior events in the 2018-19 school year; while 4.1% did have a behavior event. 1.7% of behavior events required an out of school suspension-Attendance Rate for the 2018-19 school year was 96.4%, this is a *decline of* ~~96.13~~ 13 from 2017-18.-Fifty-Eight (58.56%) of our students scored proficient in Reading as compared to the state average of 54.6%.- Thirty-Seven (37.83%) of students scored P/D in the separate academic indicator of Science as compared to the state average of 31.7% This is a decline of 1.57% from last year's KPREP scores.-Sixty (60.64%) of students scored P/D in the separate academic indicator of Social Studies as compared to the state-average of 53%. Caywood showed growth in Social Studies from 58.6% in 2017-18 to 60.64% in 2018-19 for an increase of 2.04%.

## 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.

-28% of Students with Disabilities (GAP) scored proficient on KPREP reading as compared to 58.56% of All students scoring Proficient in Reading -17% of Students with Disabilities (GAP) scored proficient on KPREP Math as compared to 60.96% of ALL students scoring Proficient in Math -37.83% of students scored Proficient in the separate academic area of Science as compared to the state average of 31.7%. This is a decline of 1.57% from 2017-18 scores.

## Trends

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

-In 2017-18, 59.1% of third graders scored proficient or distinguished in Reading. Those same students in 4th grade in the 2018-19 school year, scored 56.75% for a decline of 2.35%. This indicates a decline in Reading proficiency from 3rd to 4th grade.-In 2017-18, , 61.9% of third graders scored proficient or distinguished in Math. Those same students in 4th grade in the 2018-19 school year, scored 60.36% in Math for a decline of 1.54%. This indicates a decline in Math Proficiency from 3rd to 4th grade. Reading remains a significant area for growth across grade levels and with students with disabilities particularly from third to fourth grade.Non-Academic:- Suicide risk assessments increased from 4 in 2017-18 to 18 in 2018-19-Students receiving school based therapy increased from 26 in 2017-18 to 45 in 2018-19.-According to District Data, the number of out of school suspensions increased from 30 in 2017-18 to 41 in 2018-19 for an increase of 11 events.-The number of behavior referrals in 2017-18 was 249 and increased slightly to 253 in 2018-19. Non-Academic:In 2017-18, we had 249 behavior referrals with 30 out of school suspension days. In 2018-19, we had 253 office referrals with 41 Out of school Suspension Days. This was an increase of 11 out of school suspensions.

## 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) KCWP 3: Design and Deliver Assessment Literacy -Focus on implementation of Weekly Assessments in Reading and Math aligned to grade level standards2) KCWP 4: Review, Analyze and Apply Data-Review assessment data weekly in PLC meetings with all grade levels in order to adjust instruction based on data.3) KCWP 5: Design, Align and Deliver Support- Refine MTSS process and deliver appropriate interventions that match skill deficits4) KCWP 6: Establishing Learning Culture and Environment: (SEL) Social Emotional Learning Curriculum implementation and development of appropriate behavior intervention groups for those students who reach a Tier II or Tier III level.

## 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%.

-Caywood's Growth rank in the state is high at 234 out of 724 schools and our overall state rank is 205 out of 724 schools.-Caywood's Proficiency rank in the state is also high. We rank 198th out of 724 schools.-61% of Caywood students scored Proficient or Distinguished in Math, which is above the state average of 48.6% and is an increase of 0.66% from the 2017-18 school year.58.6% of Caywood students scored Proficient or Distinguished in Reading, which is above the state average of 54.6%60.64% of Caywood students scored Proficient or Distinguished in Social Studies, which is above the state average of 53% and an increase of 2.04% from the 2017-18 school year.



James A Caywood Elementary School

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances\_10222019\_12:02

2019-20 Phase Two: School Assurances

**James A Caywood Elementary School**

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 10/22/2019

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.

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## 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

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Title I Schoolwide Programs

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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



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## 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**

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## 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

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**Attachment Summary**

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: School Safety Report\_10222019\_12:18

### 2019-20 Phase Two: School Safety Report

**James A Caywood Elementary School**

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 10/22/2019

Status: Open

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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report



## School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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Questions Related to the Adoption and Implementation of the Emergency Plan

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

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

The School SBDM Council has a policy which outlines the Emergency Management Plan. It is operational policy 2.5 and was adopted by the school council on 9-25-13 and signed by the principal. The current emergency plan is being reviewed by first responders, SRO, the school safety team, as well as the district safety team and first responders in order to revise and make changes according to Senate Bill 1 prior to the July 1, 2022 implementation date. The school and district safety team meet monthly in order to plan, implement and refine emergency plans.

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

*If the answer is "no", please explain in the comment box.*

yes

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

*If the answer is "no", please explain in the comment box.*

yes

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

*If the answer is "no", please explain in the comment box.*

yes

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

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

The most recent date of the review of the school's emergency plan was September 25, 2019. At this time, the state risk assessment tool was reviewed with the SBDM Council and the emergency plan was discussed. Following the next school safety team meeting, further review and discussion

of the plan now housed on Navigate Prepared will be shared at the Oct. 30, 2019 SBDM Council Meeting.

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

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes, the school level emergency plan and the new requirements of Senate Bill One as they relate to locked doors in classrooms during instructional time and covering of classroom windows was reviewed with staff as part of the Records Day requirements on August 19, 2019 between the hours of 8:30 and 11:30am. In addition, Caywood Participated in a school safety audit on October 24, 2018.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

yes

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: Executive Summary for Schools\_11292019\_15:16

### 2019-20 Phase Three: Executive Summary for Schools

#### **James A Caywood Elementary School**

Kelly Conner  
3300 Turkeyfoot Rd  
Edgewood, Kentucky, 41017  
United States of America

Last Modified: 11/29/2019

Status: Open

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

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

Caywood Elementary is located in Edgewood, Kentucky in the northern part of the state. We are a part of the Kenton County School District and located on the same campus as Turkeyfoot Middle School. Our school currently has about 600 students in grades preschool through 5th grade. There are 73 employees including certified and classified staff. Caywood continues to have a growing EL population with approximately 15% of our students, most being of Hispanic origin. The free and reduced population is 61.2% which makes us schoolwide Title eligible. We continue to be very transient with many students coming and going throughout each school year. All Caywood students now receive free breakfast and lunch due to our percentage of low-income families. Caywood's facility is relatively new and opened its doors to students in 2005. The building is well known throughout the state for being energy efficient and has earned several energy star awards for energy savings. We are working hard to provide 1:1 technology for all of our students. We anticipate being 1:1 at all grade levels by the end of this school year due to a successful business engagement tour in the Fall of this year and through continued collaboration with our PTA to organize fundraisers for the purpose of purchasing technology not limited to devices for students, but also more up to date Smart Boards to strengthen instruction and access.

#### 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.

Caywood's mission statement is as follows: To help all children achieve in a nurturing, safe, challenging environment where families, staff and community work together to ensure mutual respect and success. Our beliefs have been created through the first letter of our school name which is COMETS. We believe in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful life-long learner. We believe in: Teaching to achieve excellence. We believe in: Students, staff, families and community working together. We embody this mission and our beliefs in numerous ways. First, we value shared decision-making, which is achieved by all staff being a part of an SBDM committee. These committees contribute the creation of policies which either directly or indirectly impact student achievement. We also have a teacher leadership team comprised of representatives from each grade level that meet at least monthly to discuss assessment data and instruction. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement. We name and claim every individual student through our comprehensive MTSS process in which we review intervention data to determine student needs and next steps for instruction. Each student is provided CORE instruction in Reading and Math and also receives intervention or enrichment in those areas depending on student needs and data. We utilize Title I teachers and assistants to provide the instruction for Tier II and Tier III interventions in addition to EL staff including one certified teacher who is bilingual and one assistant. Caywood offers numerous programs that our families and communities to our school. This is not limited to but includes the following: Annual Math University Night and Literacy Night, two school wide book fairs with one night being designated for families. We have school-wide Ready Fest at the beginning of each school year where families can meet their teachers and receive necessary

resources for the start of school! Our PTA hosts monthly meetings with grade level performances at each meeting. We host a family engagement night in November for parent conferences at the end of the first grading period. Our FRC coordinator also offers the following programs to encourage family engagement: BORN Learning Academy; All Pro Dads and IMOM Breakfasts bi-monthly, Relatives Raising Relatives Program; Food for Thought Bags sent home with low-income students each Friday, monthly attendance incentives; Veteran's Day Program and Red Ribbon Week. We are partnering with Children's Inc this year and through an FCLA Groundswell Initiative Grant we are providing English classes for our Spanish speaking families, as well as PACT time and Parent Education classes each week. We conduct Parent Cafes for Hispanic families revolving around topics such as discipline, parent conference strategies, instructional strategies and medical issues. We also host a 4 week summer school targeting EL students who need support with reading and writing. Caywood is also home to UpSpring in the summer, which is a non-profit organization providing an 8 week camp to students who are homeless. Enrollment in this camp continues to increase each summer. Finally, Caywood's current school wide theme is focused on "Squad Goals" which represents G-Grit O-Own your Actions A-Always Persevere L-Learn from mistakes and S- Show Kindness. This is a continued theme from the previous school year. We recognize and reward kids weekly who demonstrate these characteristics. This also connects well to our school wide Social Emotional Learning program where we utilize the "Choose Love" curriculum to support a school-wide culture of empathy and kindness for others.

#### 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.

Caywood's current staff has 4 National Board Certified teachers. We are an Energy Star school and well known across the state for our efficient buildings and programs. Every classroom is equipped with a smartboard for interactive learning and we are now 1:1 in all 4th and 5th grade classrooms with the goal of being 1:1 in all classrooms by the end of this school year. This year, we restructured our Special Area classes, and now have a STEAM teacher who is using the Project Lead the Way curriculum and funding to provide high quality education in Science, Technology, Engineering, Art and Math. She was highly trained over the summer and is a leader in our district in this area. We also have an Arts and Humanities class lead by our former music teacher and a Media/Technology teacher who all collaborate to ensure that all students are getting connections among all special area classes also including PE. Our Media specialist is Google certified and provides opportunities for students in MakerSpace and Google Classroom. Our school has an outdoor courtyard on its premises that was designed to have all working parts of the water cycle. This allows teachers to provide an environment conducive to learning Next Generation Science Standards. The courtyard is also used by our STEM Club which is comprised of students with a deep interest in science, technology, engineering and math. STEM club sponsor also received a grant for the 2nd year in a row for a 3D printer, resources and professional development and for the 3rd year in a row, we will offer a 3D printer club for 4th and 5th grade students to have opportunities for further scientific investigations beyond the regular classroom setting. Caywood continues to offer many before and after school activities and clubs for students, including Spanish Club, Academic Team, STLP, Stock Market Club, Tennis Club, Basketball, Volleyball, and Chorus. We also have a 21st Century Grant which allows for approximately 75 students to stay after school 4-days per week to participate in homework help and other structured activities including STEM and Archery. Our Academic team continues to improve their performance and placed 4th in regional competition last year. Caywood performed above the state average in all content areas on the 2018-19 KPREP assessment. Caywood is NOT a designated as a federal classification for TSI or CSI. 4th grade students in 2017-18 increased P/D in Reading as 5th graders by 7.90%. 4th grade students in 2017-18 increased P/D in Math as 5th graders by 5.83%. 78.26% of students



showed growth in Reading from 4th to 5th grades. 86.95% of students showed growth in Math from 4th to 5th grades. In the Separate Academic area of Social Studies, the number of students scoring P/D was 60.64% which is an increase of 2.04% from the previous school year. The number of novice students in Social Studies decreased from 21.1% in 2017-18 to 9.57% in 2018-19. With our GAP groups, our economically disadvantaged students score only 6% below the ALL students in the area of Reading and in Math, there is under a 7% GAP between ALL students and economically disadvantaged students. Students with disabilities scoring P/D in the area of reading increased from 18.2% in 2017-18 to 27.8% in 2018-19 for an increase of 9.6%. Areas for growth include increasing our P/D scores in the area of Reading from 58.56% in 2019 to 62.8% in 2020. A big growth area is to increase our P/D scores in Reading and Math for students with disabilities. 2018-19 KPREP scores indicate a significant GAP in both Reading and Math. 28% of students with disabilities scored P/D on KPREP reading in 2018-19 as compared to 58.56% of ALL students. 17% of students with disabilities scored P/D in KPREP Math in 2018-19 as compared to 60.96% of ALL students. IN the area of Separate Academic Indicator, growth areas include both Science and On-Demand Writing. In the area of science, 37.83% of students scored P/D on KPREP in 2018-19. This is a decline of 1.57% from the previous school year. In the area of On-Demand Writing, our percent of students who scored Novice increased from 7.1% in 2017-18 to 18.09% in 2018-19. We continue to also focus on increasing proficiency in Reading from 3rd to 4th grades. Third grade students in 2017-18 scored 59.1% in Reading, but dropped to 56.75% in 4th grade on 2018-19 KPREP for a decline of 2.35%. Third grade students in 2017-18 scored 61.9% in Math, but dropped to 60.36% in 4th grade on 2018-19 KPREP for a decline of 1.54%.

#### 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.

Not Applicable

#### Additional Information

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

Caywood is continuing it's focus on engaging families and reducing barriers to learning for students. This year, we have partnered with Children's Inc through the vehicle of a 5-year Federal NCFL grant. (National Center for Families and Learning) The purpose of this grant is to implement family literacy programs and professional development for our staff. The goals are to increase students' literacy, development and achievement; increase parent's knowledge of educational choice and to increase opportunities for parents to exercise engagement, leadership and decision making. The grant provides for English Classes for Parents, Parent and Child Activity Time, Children's Education and Parent Education. EL (Hispanic Families) at our school meet weekly to learn English and parenting skills. We have also recently elected an minority Hispanic parent to our SBDM Council and also to our PTA Board. We recently conducted a survey of all the parents in the school to gauge perceptions of the level of family engagement at our school. We are developing a family engagement team to work to reduce barriers with families and provide professional development for our staff on best strategies for working with diverse family populations. In addition, each week our Administrative team meets to analyze data in the areas of behavior, attendance, academics and mental health. We are focused on providing interventions for those students who are chronically absent. The counselor, FRC Coordinator, and district social worker analyze attendance data and provide resources to families, as well as conducting home visits in order to get to the root of the problem. Our counselor is working to provide Tier II and Tier III intervention groups that focus on behavior and mental health utilizing research-based programs that target

specific skill deficits. We also work with agencies outside of the school to provide school-based therapy for students at school who demonstrate a need beyond what the school is able to provide in terms of mental health and supporting families outside of the school setting. Our mission each day is to provide a world class education for ALL students and to ensure that all families and stakeholders are engaged in the education of each child who attends Caywood Elementary.

James A Caywood Elementary School

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Comprehensive Improvement Plan for  
Schools\_11222019\_11:33**

**2019-20 Phase Three: Comprehensive Improvement Plan for Schools**

**James A Caywood Elementary School**

Kelly Conner  
3300 Turkeyfoot Rd  
Edgewood, Kentucky, 41017  
United States of America

**Last Modified: 12/09/2019**

**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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Goal Builder 2019-20 Caywood Elementary	CSIP Goal Builder for Caywood Elementary	•



## Comprehensive School Improvement Plan (CSIP)

### 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 among 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 required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement 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, 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.

## Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).				

### 1: Proficiency Goal

Goal 1 (State your proficiency goal.):  
Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2023:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of proficient and distinguished students in the area of reading from 58.56% in 2019 to 62.7% in 2020.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.</li> </ul>	Weekly Assessments; Common Assessments; MAP Scores, Dibels Assessments	Ongoing (Recursive) progress monitoring of student data by teachers using daily formative assessments; weekly assessments and common assessments. Teachers	\$1800 for substitute teachers so that teachers can observe Tier I Reading instruction with teachers within

Goal 1 (State your proficiency goal.):

Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Intentional Focus on Tier I Quality Instructional Cycle ensuring that all students produce products.		will review common assessments monthly and weekly assessments alternating between reading and math. Monthly classroom learning walks by Administration and District Consultants focused on the Quality Instruction cycle and ensuring products from ALL students.	our school and outside of school if deemed appropriate for professional growth.
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>Develop a progress monitoring system to monitor standards mastery for each student.</li> </ul> <p>Implement Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly Assessments to measure proficiency of grade level standards</p>	Weekly Assessments, Common Assessments	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in District Data Dashboard to analyze and compare data in context.	\$0
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> <li>Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal</li> </ul>	District Data Dashboard-progress monitoring tool to monitor individual	MTSS Team- 6 Week Data reviews by teachers, Admin Team, Counselor, Social Worker and Psychologist. Student	\$0

Goal 1 (State your proficiency goal.):

Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	<p>measurement, and progress monitoring checks.</p> <ul style="list-style-type: none"> <li>• Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</li> <li>• Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</li> </ul> <p><b>(MTSS/RTI system to provide regular 6 week checks of All students participating in Tier II and Tier II interventions for reading, math and behavior.)</b></p>	student progress and instructional decisions based on the triangulation of intervention data.	Support Requests monitored weekly and communication letters sent to parents for entering and exiting Tier II and Tier III interventions. Intervention data in reading, math and behavior are monitored every 6 weeks.	
		<ul style="list-style-type: none"> <li>• Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</li> </ul> <p><b>(Implementation and refinement of SEL Choose Love- School and District Wide Curriculum)</b></p>	Discipline Referrals, Tier II and Tier III Behavior and Mental Health Data	Weekly monitoring of discipline referrals, suicide risk assessments, attendance and Tier II, Tier III data for students in intervention at Monday Admin Team meeting including Principal, Assistant Principal, Counselor, FRC, School Psychologist and social worker.	\$0

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.)

Increase the % of proficient and distinguished students in separate academic indicator from 50.2% in 2019 to 75.1% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the % of proficient and distinguished students in Science from 37.8% in 2019 to 42.6% in 2020.	KCWP: 2 Design and Deploy Standards: Classroom Activities	<ul style="list-style-type: none"> <li>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery</li> </ul> (Implementation of STEAM (project Lead the WAY curriculum) as a special class-collaborative planning with grade level teachers to align curriculum at each grade level)	Formative Assessment, Science Monthly assessments	Learning Walks- Feedback from Admin Team and Consultants in STEAM Classroom and regular classroom teachers during Science Instruction	\$1500 – most funding coming from District Grant
	KCWP: 3 Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> <li>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Create formative and summative assessments that are aligned to the standards</li> </ul> (Implement Monthly Science Practice Assessments aligned to KPREP )	Science Monthly Practice Assessments aligned to KPREP results by grade level and student	Weekly Formative Assessments, Monthly KPREP Aligned Assessments-analyze by grade level, and use to adjust instruction for individual students.	\$0
	KCWP: 2 Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction</li> </ul>	Science Monthly Assessments	Learning Walks-Feedback from Admin Team and Consultants in regular classroom teacher's	\$0-District paying for cost of subs

Goal 2 (State your separate academic indicator goal.)

Increase the % of proficient and distinguished students in separate academic indicator from 50.2% in 2019 to 75.1% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>of the standard, development and gradual release phases, and arrival at standards mastery.</p> <p><b>(Teachers from each grade level will participate in District Cohort for Science in order to vertically plan and map the science curriculum)</b></p>		classrooms during science instruction	
Objective 2 Increase the % of proficient and distinguished students in On-Demand Writing from 52.1% in 2019 to 56.9% in 2020.	KCWP: 3 Design and Deliver Assessment Literacy	Monthly On-Demand Writing Scrimmages-Recognize and reward students for Proficient Writing and provide feedback to students to move towards proficiency.	On-Demand Writing Student Work Samples	Monthly- Teachers and Admin analyze student on-demand pieces given during school wide scrimmage and determine overall areas of strength and growth for each grade level and identify students that need further instruction.	
	KCWP: 2 Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</li> </ul> <p>Vertical Planning Day for Teachers from each grade level to align</p>	Formative Assessment in writing; on-demand scrimmage student work samples	Monthly PLC Data Analysis and calibration	\$900.00

Goal 2 (State your separate academic indicator goal.)

Increase the % of proficient and distinguished students in separate academic indicator from 50.2% in 2019 to 75.1% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standards/expectations for each grade level and plan for instruction.			



### 3: Achievement Gap

Goal 3 (State your achievement gap goal. Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 35.2% in 2020.	KCWP-2- Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</li> </ul> <p>(Administration will monitor lesson plans and program implementation of special classrooms both in resource and collaborative settings to ensure congruency between standards, learning targets and assessments. Lesson plans will be posted on Special Ed Team drive weekly.)</p>	Lesson Plan Implementation; Weekly Assessment Data; MAP Data	Lesson plans monitored weekly by Administration. Ongoing learning walks with immediate teacher feedback	\$0
	KCWP-4- Review, analyze and apply data	<ul style="list-style-type: none"> <li>Implement data teaming methodologies, including collection and charting of data, strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring.</li> </ul> <p>(Weekly Special Education Meetings to review and analyze specific student data and progress towards IEP goals and overall trend data using</p>	Special Education Proficiency Score Board; Weekly Assessments on grade level; IEP goals for individual students using EZ med.	Weekly Spec Ed PLC meetings; Grade Level Weekly Assessment PLC Meetings	\$0

Goal 3 (State your achievement gap goal.

Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		multiple data points to assess growth towards proficiency.)			
	KCWP-2 Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery</li> </ul> <p>Professional Development with District Spec Ed Cohort to teach best practices with Co-teaching-ongoing throughout the school year.</p>	Weekly Assessments, Common Assessments, MAP	Learning Walk Feedback to teachers; lesson plans	\$0

#### 4: Growth

Goal 4 (State your growth goal.):

Increase % of students showing growth in Reading on MAP from 72% in the Spring of 2019 to 86% in Spring of 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase % of students showing growth in Reading on MAP from 72% in Spring of 2019 to 74.8% in Spring of 2020.	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>Develop a progress monitoring system to monitor standards mastery for each student.</li> </ul> <p>Implement Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly Assessments to measure proficiency of grade level standards</p>	Weekly Assessments and Common Assessments	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in District Data Dashboard to analyze and compare data in context. Make adjustments in instruction based on weekly data to ensure growth of every student in reaching grade level proficiency standards.	\$0
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> <li>Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</li> <li>Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</li> <li>Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</li> </ul> <p><b>(MTSS/RTI system to provide regular 6 week checks of ALL</b></p>	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	6 Week Data Reviews-MTSS team reviews data every 6 weeks and adjusts instruction based on intervention data for students in Tier II and Tier III reading RTI groups.	\$0

Goal 4 (State your growth goal.):

Increase % of students showing growth in Reading on MAP from 72% in the Spring of 2019 to 86% in Spring of 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students participating in a Tier II or Tier III reading intervention)			

2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_11292019\_17:55

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**James A Caywood Elementary School**

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 12/17/2019

Status: Open

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Caywood utilizes MAP, KPREP, DIBELS, Brigance and Reading Inventory Assessments to analyze and measure progress of our GAP students. We also utilize RTI program data to monitor student growth in Tier II and Tier III interventions throughout the year on a weekly basis.



## II. Achievement Gap Analysis

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

Caywood's school population is quite diverse with a total enrollment of 604 students from preschool to 5th grades. We consistently hover close to 60% free and reduced lunch and have one of the highest populations of free and reduced lunch in our district. We currently serve free breakfast and lunch to 100% of our population each day. We have three major sub groups including 17% students with disabilities, 12% English Language Learners with 17% of our population being Hispanic. Our largest GAP group is currently economically disadvantaged students with the most current numbers being 52%. Our school's culture is very warm and welcoming to all families of diverse backgrounds. This is our third year implementing our school-wide theme of GRIT, perseverance and kindness. We recognize students each Friday for demonstrating the following characteristics in our #Squadgoals theme: G: Grit. O: Own your Actions; A: Always Persevere; L: Learn from Mistakes; S: Show Kindness. Many students are recognized for their ability to overcome personal obstacles and reach their goals! We have continued and expanded our theme which reflects a growth mindset and an emphasis on learning from mistakes and failures. Our school truly celebrates diversity and recognizes differences. This year, we are focusing on empathy and the collective efficacy of our teams.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We are successfully closing the gap between our economically disadvantaged students and ALL students. There is under a 6% GAP in Reading between All students and economically disadvantaged students. There is under a 7% GAP in Math with this same group. (under 10% difference) .

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

The GAP group of EL students continues to show improvement. In 2017-18 they grew from 9% percent Proficient and Distinguished to 32.1% Proficient and Distinguished in Reading. Again from 2017-18 to 2018-19 school year, our 38% of our EL population scored Proficient and Distinguished in Reading. Our Economically disadvantaged students scored 49.8% P/D in 2017-18 vs Non-Economically Disadvantaged students who scored 71.8% P/D in reading. In Math, our economically disadvantaged students scored 53.2% P/D in 2017-18 and non-economically disadvantaged students scored 73.6% P/D. The gap was reduced in 2018-19 with 53.1% of economically disadvantaged students scoring P/D in Reading vs non-Economically Disadvantaged students who scored 67.3% in Reading. The GAP also continued to reduce in Math in 2018-19 with 54.2% of economically disadvantaged students scoring P/D in Math vs 71.7% of non-economically disadvantaged students scoring 71.7% P/D.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

While we did show some growth in our students with disabilities in the area of Reading which increased from 18.2% in 2017-18 to 27.8% in 2018-19, we continue show a significant gap. 28% of students with disabilities scored Proficient and Distinguished in Reading in 2018-19 as compared

to 58.56% of ALL students. In addition, 17% of students with disabilities scored Proficient or Distinguished in Math in 2018-19 as compared to 60.96% of ALL students.

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

Until the 2018-19 school year, students with disabilities did not have enough access to core instruction. They were often pulled from their Core instruction to work on IEP goals instead of receiving access to grade level standards. Furthermore, a solid structure has not been in place to analyze individual student data on weekly and common assessments to regularly monitor progress towards proficiency with grade level standards. Therefore instructional decisions were not being made collaboratively by special education teachers, regular ed teachers and administration based on assessment data. In addition, teachers were not consistently co-teaching with regular education teachers to provide the best possible instruction so that students had equal access to grade level standards.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

In alignment with our district goals to close the disability GAP, there are structures and systems now in place to ensure regular monitoring of Students with disabilities. First, Caywood has created a Proficiency Score Board that is updated each week with reading and/or math weekly assessment scores. At our weekly Special Ed meetings, this data is reviewed in addition to analyzing EZ med data to review individual progress on IEP goals. At grade level PLC's, weekly and common assessments are reviewed by both the regular education teacher and the special education teacher in which data is analyzed in context with ALL students as well as district data. Our MTSS process is fully in place now so that students who are referred for evaluation have solid RTI data to support testing and evaluation. Tier II and Tier III intervention groups now have accurate data that is being reported and reviewed. Teachers are also receiving district cohort training in Co-teaching strategies to improve instruction so that students with disabilities have equal access to grade level standards. Instruction in special education resource and collaborative classrooms is being monitored through regular monthly learning walks by administration as well as district consultants when needed. In addition, we have a teacher leadership team that meets at least monthly to review school improvement and analyze data. This team works together with the school's committee structure to make recommendations to the SBDM council regarding the development, approval and implementation of the school's improvement plan. Finally, the MTSS team meets each Monday as well as every 6 weeks to review instructional placements for Tier II and Tier III students in all content areas. The MTSS team includes Principal, Assistant Principal, Counselor, KTP Social Worker and FRC coordinator to review overall trends in data, and to make instructional placements in Tier II and Tier III interventions.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Caywood's professional development plan for the 2019-20 school year includes a heavy emphasis on Reading Core Instruction and developing and implementing weekly assessments for All students in both reading and math. In addition, over the summer, special ed teachers and regular ed teachers participated in professional learning targeted for best practices in implementing and facilitating co-teaching strategies. This cohort of teachers continue to meet throughout the year and are used as models for other teachers in the building. Spec Ed teachers also received district training on instructional strategies and IEP development, analysis of student data towards IEP goals and towards proficiency as well as Co-Teaching strategies. All of these professional learning opportunities are targeted at increasing proficiency for our GAP group-students with disabilities. The plan also includes job-embedded work in PLC's with the intentional focus of all PLC's on the analysis of student data, progress monitoring and next step actions for instruction to ensure ALL students are showing growth towards proficiency in Reading and Math. The Professional Development Plan was approved by the Superintendent in May of 2019. I

### III. Planning the Work

#### Closing the Achievement Gap Goals

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

Goal: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59.1% in 2023. Objective: Increase the % of students with disabilities scoring P/D in the area of reading from 28% in 2019 to 35.2% in 2020.

#### Closing the Achievement Gap



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

Step 2: Complete your findings and answers.

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

See Attachment

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Achievement Gap Group Identification Caywood 2019-20	Achievement GAP Group Identification	•
 GAP Goal Caywood Elementary 2019-2020		•

Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities/104	17%
EL/70	12%
Free and Reduced Lunch/315	52%
Hispanic/Latino/104	17%
Asian/3	1%
Black/African American/10	1.70%
Native Hawaiian or Pacific Islander/3	0.50%
Two or More Races/53	8.80%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Goal: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59.1% in 2023. Objective: Increase the % of students with disabilities scoring P/D in the area of reading from 28% in 2019 to 35.2% in 2020.	KCWP-2 Design and Deliver Instruction	*Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. <b>(Administration will monitor lesson plans and program implementation of special classrooms both in resource and collaborative settings to ensure congruency between standards, learning targets, and assessments. Lesson Plans will be posted on Special Ed Team Drive weekly. )</b>	Principal, Asst. Principal, Teachers	Lesson plans monitored weekly by administration. Ongoing learning walks with immediate teacher feedback.	\$0

	KCWP-4 Review, Analyze and apply data	<p>*Implementation data teaming methodologies, including collection and charting of data, strengths and obstacles to student learning(using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring. <b>(Weekly Special Education Meetings to review and analyze specific student data and progress towards IEP goals and overall trend data using multiple data points to assess growth towards proficiency)</b></p>	Spec Ed teachers, Principal, Psychologist, Counselor, Assistant Principal	Weekly Special Education PLC's using Proficiency Score Board; Weekly/Common Assessments on grade level standards; IEP goals for individual students on EZ Med.	\$0
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	KCWP-2 Design and Deliver Instruction	*Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Professional Development with District Special Ed Cohort to teach best practices with Co-Teaching-ongoing throughout the school year.)	Special Education Teachers, Grade Level Teachers, District Consultants, Administration	Learning Walk Feedback to Teachers; Lesson Plans	\$0
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2019-20 Phase Three: Title I Annual Review Diagnostic\_12032019\_09:14

2019-20 Phase Three: Title I Annual Review Diagnostic

**James A Caywood Elementary School**  
Kelly Conner  
3300 Turkeyfoot Rd  
Edgewood, Kentucky, 41017  
United States of America

Last Modified: 12/06/2019  
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.

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## 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.

Caywood's needs assessment process consisted of utilizing multiple data points to determine the critical needs of our students. These data sources included KPREP scores, MAP data, BRIGANCE scores, and other specific program intervention data, including the RI and PI from the Read 180 program. This process was effective as the data identified an area of need in early phonics instruction in grade levels K-2. It also showed a deficit in reading for our EL gap group.

## 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.

Many strategies were implemented as part of the schoolwide program to increase the amount of quality learning time for students and to provide them with an enriched curriculum. Grades K & 1 utilize the iReads program and Phonics Dance to support our need for early phonics instruction. Our school currently employs a part-time EL teacher and assistant to support reading for our EL gap group through classroom push-in collaboration during Tier I instruction and the LEXIA program. The schoolwide plan also meets the needs of the lowest-achieving students through support from our Title staff. Interventions through the use of programs, such as LEXIA, System 44, Read 180, and Read Naturally are provided by two full-time instructional assistants and two part-time certified Title I teachers. Our 2019 KPREP reading data shows that our EL students increased from 32.1% Proficient or Distinguished in 2018 to 38% Proficient or Distinguished in 2019. This was an increase of almost 6 percentile points. The strategies and interventions we are providing will strengthen our academic program and provide students with a well-rounded education.

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.

Data analysis of student achievement will be used to evaluate the effectiveness of the implemented strategies. Data from KPREP, MAP, DIBELS, BRIGANCE, RI and PI assessments, as well as, specific intervention program pre-assessments will be used. This analysis will help improve academic achievement throughout the school in helping to understand specific student achievement. This analysis will also help to identify and place the lowest achieving students into the most appropriate intervention. Students in these interventions are progress monitored weekly to evaluate the effectiveness of the intervention for the students. This data is shared with classroom teachers and the MTSS (Multi-Tiered Systems of Support) committee to ensure that not only is that individual student making progress, but also to determine that the intervention program remains effective in our schoolwide program. In the spring of the 2018-19 school year, a Title I survey was sent to all parents and guardians of our students. The survey was analyzed and changes were implemented to address any problem areas.

## 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?

After analyzing the results of student performance data and intervention program data, several revisions will be made to our school-wide plan. We will continue to provide all interventions during reading and math RTI blocks for Tier II and III instruction. This means no students will be pulled out of core reading or math classes during Tier I instruction. By doing this, all students will continue to receive exposure to grade level curriculum in addition to their reading and/or math intervention time. Title I assistants will remain responsible for keeping their own progress monitoring data on their students that receive an intervention and share that data with the teachers through the use of Google drive. This ensures that teachers have easy access to analyze this progress monitoring data at any time. A revision for this year involves our MTSS committee. All homeroom teachers are required to turn-in progress-monitoring data for students in Tier II and III interventions each 6-weeks by a designated checkpoint date. The MTSS committee will meet to review the data. During teacher PLCs, students that had questionable or insufficient progress will be discussed to determine if any changes to that student's intervention is needed at this time.

## 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.

Our school's parent and family engagement program is effective. We plan several events throughout the year for our families to attend. This includes a fall literacy book fair evening and a spring family university night. Literacy information is shared with families to strengthen their understanding of content that students learn. At these events, we also had our EL district consultant in attendance that had specific break-out groups for our EL families to attend. A translator was in attendance to share information about the school, their children's classes, and how to be involved in the community. We also offer a monthly parenting workshop called Born Learning. A combination of funds from a grant and Title funds are used to conduct these workshops. These are targeted at helping families that have young children prepare them for kindergarten. We utilize Parent Cafe's in combination with the Born Learning Academy to help in creating meaningful conversations among parents. A new event this year was our Family Engagement Night. We invited all families to attend and individually meet with their child's teacher to discuss their progress in school. Parents were invited to ask questions and data was shared about the child's progress in class and any specific interventions. Parents are also included in all decisions made about their child's education based on our data sources. Title staff provided weekly progress monitoring data from their small groups that was included in these parent/teacher conference conversations. This information is also included with every report card during the school year. Parents are also informed with a specific letter when their child enters or exits a targeted intervention. Our Title I parent involvement survey from 2018-19 school year indicated that 100% of parents received student progress reports in a timely manner and 99% of parents reported that their child's intervention small group was a positive experience for their child.

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

We have made several changes to our parent and family engagement program. In the past, parents have requested more authentic homework assignments to be brought home. This helped our SBDM determine they needed to update the homework policy for our school. This policy states that homework will be optional and can be used for enrichment opportunities and extra credit. Grade levels worked together to determine how they would handle this change. Some grade levels send home a packet at the beginning of the week, some offer a calendar of activities to choose from, and some grades choose to offer other enrichment activities. Another change to our program



involves our MTSS process. Toward the end of last year, homeroom teachers were taught more about the MTSS pyramid. They are now using the student support form in the data dashboard to refer students that may need more support. This data dashboard is a shared Google spreadsheet that acts as a system of intentionally tracking RTI data. This design makes documenting RTI data systematic and comprehensive for all school staff. It gives a visual for individual student achievement in RTI making it easier to determine what supports each student needs. When a teacher refers a student in this dashboard, it populates a letter to send home to the student's parent or guardian that informs them that the student has been identified in potentially needing more support in a specific area. This is the change made to our family engagement program. We want to ensure that each student's family is aware of any areas of need in their child's education. After the teacher has done this, the MTSS committee discusses the student's need. If the student is placed in an intervention, the teacher will send home a letter to the parents that describes the intervention and to let them know of this change in their child's education plan.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_09132019\_09:40**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Ft Wright Elementary School**

Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

Last Modified: 09/13/2019

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.

Tina Wartman 9/13/2019

**2019-20 Phase Two: The Needs Assessment for Schools\_10192019\_20:18**

**2019-20 Phase Two: The Needs Assessment for Schools**

**Ft Wright Elementary School**  
Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

Last Modified: 11/13/2019  
Status: Open

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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools



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## 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.

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## Protocol

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

Data is consistently reviewed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs). This data includes K-Prep, MAP, formative assessments, summative assessments, software data, and district common assessments. Lead teachers for each grade level create the agenda and minutes to document discussed data. The MTSS Team consists of teachers (general educator and special educator), school psychologist, school counselor, district reducing barriers to learning (RBTL) interventionist, attendance secretary, family resource coordinator, assistant principal and principal. This team meets weekly to discuss any student that is referred during the week for an academic concern, behavior concern, attendance concern, or social emotional learning concern and determines if the student needs to receive an intervention (Tier 2 instruction). The MTSS team reviews intervention data every six weeks to determine if students make progress, need additional interventions, or exit interventions. Meetings are documented with minutes each week. SBDM Council (two parents, three teachers, and principal) look at data every month. Council reviews attendance data and behavior data every month. Council reviews MAP data and K-Prep data at various meetings throughout the year. Meetings are documents with minutes each week and posted on the school website.

## 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.

50% of fifth grade students in the economically disadvantaged demographic group scored proficient or distinguished on KPREP Reading. 62.5% of fifth grade students in the economically disadvantaged demographic group scored proficient or distinguished on KPREP Social Studies. From 2018 to 2019, we saw 80% of fifth graders showed growth from fourth to fifth grade on KPREP Math. 56% of students scored proficient and distinguished on KPREP Reading. 47% of students scored proficient and distinguished on KPREP Math. 43% of fourth grade students scored proficient and distinguished on KPREP Science. 46% of fifth grade students scored proficient and distinguished on KPREP On-Demand Writing. 65% of fifth grade students scored proficient and distinguished on KPREP Social Studies. 1.38% decrease in novice scores on KPREP Reading. 12.53% increase in novice scores on KPREP Math. Student attendance rate was 96.20% in 2017-18 school year increased to 96.49% in 2018-19. Student chronic absenteeism rate was 5.87% in 2017-18 school year decreased to 4.79% in 2018-19.

## 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.

36% of third grade students scored novice on KPREP Math. 18% of fourth grade students scored novice on KPREP Math. 21% of third grade students scored novice on KPREP Reading. 18% of fifth grade students scored novice on KPREP On-demand Writing. 12.53% increase in novice scores on KPREP Math.

## Trends

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

Trend data indicates the number of students reaching proficiency in the past two years decreased by 7% on KPREP Reading and 11.89% on KPREP Math. Students scoring proficiency in science dropped 5.34% on KPREP Science. On-Demand Writing proficiency decreased 8.63% and Social Studies proficiency decreased by 6.12% the last two years.

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## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver InstructionKCWP 4: Review, Analyze and Apply DataKCWP 5:  
Design, Align and Deliver Support

## 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%.

Longitudinal data indicates students from 3rd to 4th grade increased in proficiency by 4.2% on KPREP Reading. Students scoring novice in 5th grade reading decreased by 3.84% on KPREP Reading. Students scoring novice in 4th grade science decreased by 2.53% on KPREP Science. Students scoring novice in 5th grade math decreased by 1.03% on KPREP Math. 1.38% decrease in novice scores on KPREP Reading.

### Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Two: School Assurances\_10202019\_21:39**

**2019-20 Phase Two: School Assurances**

**Ft Wright Elementary School**  
Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

**Last Modified: 10/20/2019**  
**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.

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## 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

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### 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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2019-20 Phase Two: School Safety Report\_10202019\_21:39

2019-20 Phase Two: School Safety Report

**Ft Wright Elementary School**

Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

Last Modified: 10/20/2019

Status: Open

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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

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## School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.



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

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

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

The Fort Wright Elementary school council adopted an emergency plan.

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

*If the answer is "no", please explain in the comment box.*

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

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

*If the answer is "no", please explain in the comment box.*

Yes, the school posted primary and secondary evacuation routes in each room by the doorway used for evacuation as required.

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

*If the answer is "no", please explain in the comment box.*

Yes, the school posted the location of severe weather safe zones in each room as required.

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

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

Yes, the school's emergency plan was reviewed by the school council on August 22, 2019 and reviewed with teachers on August 19, 2019.

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

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes, the principal discussed the emergency plan with all school staff on August 19, 2019, prior to the first instructional day of the 2020 school year.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes, during the first 30 days of the 2020 school year, the principal conducted a tornado drill, an earthquake drill, a lockdown drill, and multiple fire drills.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes, during the month of January during the 2019 school year, the principal conducted at least one severe weather drill, one earthquake drill and one lockdown drill as required.

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes, each school within the district conducted fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required over the preceding twelve months.

### Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Executive Summary for Schools\_11132019\_08:16**

**2019-20 Phase Three: Executive Summary for Schools**

**Ft Wright Elementary School**  
Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

Last Modified: 12/03/2019  
Status: Open

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

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

Fort Wright Elementary (FWE) is located at 501 Farrell Drive in Covington, KY. FWE is part of the Kenton County School District and serves approximately 500 students in a suburban community. 73% of the student population is caucasian, with 27% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past five years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education, trauma, and increased mental health concerns. FWE is Schoolwide Title I with approximately 54 percent of the population being free and reduced lunch status and an attendance rate of 96.5%. FWE is fortunate to have an extremely active and supportive Parent Teacher Association (PTA).

#### 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.

Fort Wright staff, parents, and other stakeholders collaborated to develop a mission and philosophy for Fort Wright Elementary. Fort Wright's Mission Statement We believe:- Each student is important.- Every student can be a successful learner.- Effort creates ability.- Self-esteem and personal dignity come from within an individual.- Each student has a right to a quality education with rigorous learning opportunities.- Each student has a responsibility to respect others' rights to a quality education.

#### 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.

Fort Wright Elementary has celebrated many achievements. Recently, Ft. Wright Elementary celebrated achieving scoring in the top 20% of KY schools on K-PREP Science and top 26% of KY schools in Social Studies. This can be attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple instructional strategies and personalizing instruction to meet the needs of every student. Additionally, FWE has been a model PBIS school achieving a perfect score of 100 in the Team Implementation Checklist (TIC) for three years in a row. Staff members, bus drivers/ monitors, parents, community members, and administration collaborate to implement these school expectations and other Positive Behavioral strategies which has helped the students at FWE to learn skills and habits that will lead to success. Moving forward, FWE will focus to improve reading and math proficiency and growth for every student.

#### 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.

Fort Wright Elementary teachers and staff take great pride in getting to know each and every student and family. These positive relationships allow teachers and staff members to really know students and how they learn best. At Fort Wright Elementary, we believe if you can dream it, you can achieve it. Falcons ACHIEVE and sore every day.

### Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Comprehensive Improvement Plan for  
Schools\_11132019\_08:13**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

**Ft Wright Elementary School**  
Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

Last Modified: 12/12/2019  
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

### Attachment Summary

Attachment Name	Description	Associated Item(s)
 Fort Wright Elementary- Goal Builder	FW yearly and long term goals.	*

## Comprehensive School Improvement Plan (CSIP)

### 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 among 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 required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement 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
  - KCWP 4: Review, Analyze and Apply Data
  - KCWP 5: Design, Align and Deliver Support
  - KCWP 6: Establishing Learning Culture and Environment
- Literacy

**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, 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.

# 1: Proficiency Goal

Goal 1: By 2022, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  <i>By 2020, Fort Wright Elementary School will increase reading proficiency for all students from 56% in 2019 to 60.85% in 2020 as measured by the school report card proficiency data.</i>	<u>KCWP 2: Design and Deliver Instruction</u>	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Use classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans/ PLC Data	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Thursday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	\$0
	<u>KCWP 5: Design, Align and Deliver Support</u>	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0



Goal 1: By 2022, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		unique match that will propel student achievement.			
		Assure consideration and addressment of non-academic barriers to learning-reduction of physical and mental health barriers to learning.	Weekly MTSS Meetings/ School Based Therapy/ FRYSC/ Counselor/ RBTL Interventionist/ Extra Curricular Opportunities	Weekly MTSS Agenda and Minutes/ Small groups with Counselor, RBTL Interventionist, FRYSC/ School Based Therapy/ Student Extra Curricular Survey	\$0
<p>Objective 2</p> <p>By 2020, Fort Wright Elementary School will increase math proficiency from 47.1% in 2019 to 51.95% in 2020 as measured by the school report card proficiency data.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
	<p>• <u>KCWP 4: Review, Analyze and Apply Data</u></p>	Use classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans/ PLC Data	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Create and monitor a "Watch (Cusp) List" for students	Weekly Professional Learning	Weekly PLC Agenda and Minutes contain Action Plans	\$0

Goal 1: By 2022, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		performing below proficiency.	Communities (PLC) (every Thursday)/ MTSS Meetings	for the following week/ Intervention Progress Data	
	• <u>KCWP 5: Design, Align and Deliver Support</u>	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0
		Assure consideration and addressment of non-academic barriers to learning-reduction of physical and mental health barriers to learning.	Weekly MTSS Meetings/ School Based Therapy/ FRYSC/ Counselor/ RBTL Interventionist/ Extra Curricular Opportunities	Weekly MTSS Agenda and Minutes/ Small groups with Counselor, RBTL Interventionist, FRYSC/ School Based Therapy/ Student Extra Curricular Survey/ Discipline Data/ Attendance Data	\$0

## 2: Separate Academic Indicator

**Goal 2:** *By 2022, Fort Wright Elementary School will increase the Separate Academic Indicator proficiency from 51.7% in 2019 to 75.85% in 2024 as measured by the School Report Card separate academic indicator data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  By 2020, Fort Wright Elementary School will increase the on-demand proficiency for all students from 46.3% in 2019 to 51.13% in 2020 as measured by the School Report Card proficiency data.	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans/ Learner Targets/ Weekly Assessments	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly Assessment Data	\$0
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans (Adjusted as needed)/ Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0

2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_11132019\_08:16

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Ft Wright Elementary School**

Tina Wartman  
501 Farrell Dr  
Covington, Kentucky, 41011  
United States of America

Last Modified: 12/12/2019

Status: Open

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification


Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

The Achievement Gap Group Spreadsheet is attached.

### **ATTACHMENTS**

#### **Attachment Name**

 Fort Wright Elementary- Achievement Gap Group Identification

## II. Achievement Gap Analysis

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

Fort Wright Elementary's (FWE) school climate is first class. FWE's culture thrives on collective efficacy to communicate, collaborate, and educate a diverse population using best practices at all times. Teachers and staff members advocate and build relationships with all students. This team of staff identify how each student learns best and personalize instruction to ensure students gain access to mastery of every content standard.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Unfortunately, no achievement gaps has successfully closed yet.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

In 2019, Fort Wright Elementary reduced the percentage of novice reading students with disabilities from 38% in 2018 to 27% in 2019. Students that are identified as Free and Reduced Lunch Status are making progress toward proficiency. There was no significant difference with students in the economically disadvantaged demographic group compared to the total students tested on KPREP Social Studies (-3% difference).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The gap groups where the school has lacked progression or regressed is improving proficiency for students with disabilities in reading and math. Only 18.9% of students with disabilities scored proficient or distinguished on KPREP Reading and KPREP Math. 46% of students with disabilities scored novice on KPREP Math and 27% of students with disabilities scored novice on KPREP Reading.

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

During weekly Professional Learning Communities (PLCs) more time was spent on analyzing IEP goal data and determining the best specially designed instruction for students to hit IEP goals than progress towards proficiency. This year, administration and special education teachers will focus on IEP data during special education PLCs and progress towards proficiency during grade level PLCs to ensure all teachers are assisting students with grade level proficiency.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Fort Wright Elementary is determined to improve the achievement of all GAP students. Teachers give weekly assessments that cover the standards taught throughout the week. Once a week,



teachers and administrators participate in a Professional Learning Community in which each GAP student is discussed. Teachers discuss the students that mastered the standard, nearly mastered, and need remediation. Teachers make a weekly plan of action to reteach or accelerate content standards to personalize instruction for all students. This process for continuous improvement involves all teachers, school counselor, school psychologist, school based therapists, Family Resource Coordinator, administrators, district consultants, district Reducing Barriers To Learning (RBTL) Interventionist, SBDM Council, and other community members. Each month, the SBDM Council review attendance, behavior, and academic data to collaborate on strategies to implement in the classroom.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Each teacher participates in a minimum of 24 hours pr professional learning that is differentiated for teacher needs. Professional learning is determined by teacher survey input, classroom observations and walks, and on-going data analysis. Teachers get the opportunity to plan their learning with an administrator to determine best professional development needed to improve student achievement. PD Plan was reviewed and approved in March 2019 including sending all special educators to the Behavior Institute. Teachers participate in monthly CSIP Strategy meetings to improve on strategies to implement in all content areas. During this time, teachers are empowered to lead sessions based on content expertise and classroom success.

### III. Planning the Work

#### Closing the Achievement Gap Goals

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

By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 25% in 2022 as measured by the school report card gap data. By 2020, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 22% in 2020 as measured by the school report card gap data. By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 23% in 2020 as measured by the school report card gap data.

#### Closing the Achievement Gap



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

Step 2: Complete your findings and answers.

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

The Closing the Achievement Gap Summary spreadsheet is attached.

### Attachment Summary

Attachment Name	Description	Associated Item(s)
 Fort Wright Elementary- Achievement Gap Group Identification	Attached is the Achievement Gap Group Identification	• I
 Fort Wright Elementary- Measurable Gap Goal	Gap goal with strategies and activities	•

<b>Gap Group/Total number of students</b>	<b>Percentage of Total School Population</b>
Economically Disadvantaged/ 249	54%
Students With Disabilities/85	18%
Two or More Races/ 43	9.30%
Hispanic or Latino/ 42	9.00%
Black/ 28	6.00%
Asian/ 6	1.20%
Hawaiian/ Pacific Islander/ 2	0.40%

By 2020, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2020 as measured by the school report card gap data.	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	MTSS Team/ Teachers	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
By 2020, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2020 as measured by the school report card gap data.	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	MTSS Team/ Teachers	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Data	\$0
By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2020 as measured by the school report card gap data.	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Teachers	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0

By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2020 as measured by the school report card gap data.	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	MTSS Team	MTSS Team Meeting Minutes	\$0
By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2020 as measured by the school report card gap data.	KCWP 6: Establishing Learning Culture and Environment	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity-student equity.	PBIS Implementation Safety Team Diversity & Inclusive Team	PBIS Committee Minutes/ Safety Team Meeting Minutes/ Diversity & Inclusive Team Meeting Minutes	\$0
By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2020 as measured by the school report card gap data.	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Teachers/ Administrators	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2020 as measured by the school report card gap data.	KCWP 3: Design and Deliver Assessment Literacy	Use summative evidence to inform what comes next for individual students and groups of students.	Teachers	weekly PLC Agenda and Minutes contain Action Plans for the following week / Weekly Assessment Data Toward Proficiency/ EZ Med Data Toward IEP Goals	\$0

## **2019-20 Phase Three: Title I Annual Review Diagnostic\_11132019\_08:17**

2019-20 Phase Three: Title I Annual Review Diagnostic

### **Ft Wright Elementary School**

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Covington, Kentucky, 41011  
United States of America

Last Modified: 12/03/2019

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

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**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.

Fort Wright Elementary analyzes and triangulates student data. The data reviewed is K-PREP data, MAP data, Brigance data, district Common Assessment data, Writing scimmages, and formative and summative classroom data. The following describes who reviews data, the frequency, and documentation: SBDM Council (monthly- minutes); Professional Learning Communities (PLCs- weekly- data charts); CSIP Strategy Meetings (monthly-minutes); Committee meetings (PBIS & Curriculum, Instruction, and Assessment- monthly or more frequently as needed- minutes); Administrative Meetings (weekly- minutes); Leadership Meetings (monthly).

## 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.

FWE KPREP data identifies all students score higher than students receiving free and reduced lunch or students with disabilities. Title I funds were used to purchase additional staff to create smaller classrooms along with additional help to instruct novice students in literacy and numeracy. Title I funding was effective in decreasing the percentage of novice students in reading.

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.

FWE teachers focus on enhancing Tier I instruction in all content areas following the cycle of instruction including meaningful engagement, accountable talk, collaborative learning, and formative assessment to adjust instruction as needed. In addition, for students not making progress in Tier I instruction, FWE uses A Multi Tiered System of Support (MTSS). The MTSS Team meets weekly to check teacher referrals for student interventions. The MTSS team decides on the best possible intervention for the student and reports to all stakeholders including parents. Data is collected for six weeks on the intervention to determine next steps. Teachers meet weekly during PLCs to discuss weekly assessment data and determine a plan of action for each student.

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## 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?

This year, SBDM Council spent a lot of time revising the Parent Teacher Compact. This agreement went home with each student. Parents are given the opportunity to read and sign during parent teacher conferences. SBDM Council created a logo to go on top of all classroom letters reinforcing the school is a Title 1 school and what that means. This year, a .5 reading interventionist was added to assist with increasing the number of students reaching proficiency in reading. In addition, Falcon mentors are working with second grade students this year based off triangulated reading data.



## 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.

FWE's parent and family engagement program is determined by looking at multiples sources of data. Last school year, teachers and parents partnered to provide literacy and math nights. During this time, parents learned strategies to use at home to improve student achievement in both reading and math with volunteers for childcare. Also, during these evening events stations were available to assist parents with volunteering in the school. reducing barriers, and interpreters. Also, parents and teachers partnered to purchase Chromebooks for all students to allow students to participate in blended and personalized learning opportunities.

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

Changes will be made to next year's parent and family engagement program based on school evaluation. One change is to include math and reading strategies at Open House when all families visit classrooms to improve attendance. Also, FWE is implementing Born Learning to improve readiness skills and increase relationships and close gaps between school and home.

### Attachment Summary

Attachment Name	Description	Associated Item(s)
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