2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09042019_07:30

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 09/04/2019
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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.

Mindy Coleman 9/5/19

2019-20 Phase Two: The Needs Assessment for Schools_10102019_13:06

2019-20 Phase Two: The Needs Assessment for Schools

Kenton Elementary School
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Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Data is reviewed, analyzed and applied at the school level at each grade level. This process begins with the teaching staff. There are weekly PLC meetings which include regular education and special education teachers. Data is also reviewed at weekly MTSS meetings(which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). Along with embedded bi-weekly professional development session based on students data trends and needs, there is also a three hour professional development session held after school. Results are provided to the SBDM Council members and made public to the community through individual student reports and school newsletter. SBDM Council meets once per month, or more on an as needed basis. SBDM Council will review data on October 28, 2019. Meets are documented with minutes.

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.

Data Source presented is KPREP. Overall proficiency score is at 84.1, overall separate indicator score is at 80.3 and over all growth score is 64.2 for the 2018-2019 school year. -67.3% of all students reached proficiency on the 2018-2019 Reading KPREP. This is 4.15 over the district average and 12.7% over the state average. - 65.7% of students reached proficiency on the Math KPREP. This is 5.5% over the district average and 17.1% over the state average. 76.2% of students reached proficiency on the writing KPREP. This is 16.4% over the district average and 29.6% over the state average. -71.4% of students reached proficiency on the social studies KPREP. This is 3.6% over the district average and 18.4% over the state average. -39.8% of students reached proficiency on the Science KPREP. This is .4% below the district average and 8.1% above the state average. -Attendance rate was 96.6%-Free and Reduced lunch 43.8%

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.

This year 45% of Kindergarten students scored ready with intervention on the BRIGANCE assessment. In reading, the percentage of fifth grade novice students with disabilities is 10.2% more the district average. In math, the percentage of fifth grade novice students with disabilities is above the district average by 8.8% . Overall percentage of GAP (economically disadvantaged) novice students decreased in the area of math, the percentage of apprentice gap students in the area of economically disadvantaged increased by 2.3%.

Trends

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

Using KPREP data, The overall percentage of novice students in the area of social studies continues to increase by .6%. The number of novice students with disabilities continues to grow in the area of writing with a 9.5% increase from the previous year. Our Brigance data does show our kindergarten students did enter with the lowest percentage of students not- ready in past four years, at 45% not ready for Kindergarten according to the BRIGANCE assessment. This is a 7% increase of students not ready for Kindergarten from the year prior. Over the past three years, the overall math score has increased 10.8 points. Also, in math, the percentage of students with disabilities that are proficient and distinguished has increased 23.8% and the free and reduced lunch population proficient and distinguished has increased 13.9%. Fourth grade reading overall scores is at its highest point over the last three years at 64.5% proficient/distinguished students. The Overall writing score increased by 13.4, but the percentage of novice students with disabilities in writing has increased over the last three years by 10.%.

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

KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of instruction. Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, engaging (Kagan strategies, Accountable talk, whole brain learning strategies lessons that promote collaborative learning), and a focus on formative assessments that are aligned to the correct grade level standards and learning targets. These lessons will help all students make growth throughout the school year. Growth will be discussed at weekly PLC meetings and weekly MTSS meetings. Our main focus is to help students make growth throughout the school year. In order to help this population make growth, teachers will triangulate data (progress monitoring data, MAP data, formative assessment data) to create individual plans on how to help these students reach grade level expectations. These plans will be monitored throughout the school year to determine mastery on each standard.

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%.

The overall writing score increased by 13.4% from the previous year. The percentage of proficient/distinguished students in the area of reading increased 5% from the previous year. The percentage of proficient/distinguished students in the area of math increased 3.1% from the previous year. In Social Studies, the percentage of gap students has decreased by 11.2% from the 2017-2018 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances_10102019_13:06

2019-20 Phase Two: School Assurances

Kenton Elementary School
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11246 Madison Pike
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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 Study 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

2019-20 Phase Two: School Safety Report_10102019_13:07

2019-20 Phase Two: School Safety Report

Kenton Elementary School
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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.

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.

Yes, 5/9/2019 The plan was reviewed to be in effect for the 2019-2020 school year.

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, 8/19/2019

7. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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)

2019-20 Phase Three: Executive Summary for Schools_11132019_08:20

2019-20 Phase Three: Executive Summary for Schools

Kenton Elementary School
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11246 Madison Pike
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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?

Kenton Elementary School is one of 11 elementary schools in the Kenton County School District, located in Northern Kentucky. The school is situated in the county seat of Independence. Kenton Elementary currently has an enrollment of 613 students, Pre-school through 5th grade. We have approximately 36 certified staff members, and 17 classified support staff. Our student population encompasses approximately 43.8%percent free and reduced lunch students and 6.6 percent students with disabilities. We have a very dedicated and committed group of staff members and active parent involvement. Our positive support programs is based on the "Wildcat" expectations. These expectations are taught throughout the school year and students are rewarded for following the "Wildcat" expectations. Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, Cheerleading, Energy Wise Team, Gardening Club, Volleyball, Bowling, Girls on the Run, Basketball, Honor Chorus, Art Club and STEAM team.

School's Purpose
Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success.The mission of Kenton Elementary School is to provide a supportive, proactive wnvironment in which students can reach their fullest academic and social potential. and grow to become responsible productive members of socitey. At Kenton Elementary school we believe that all students can reach their academic goals. We hold all students to high expectations in academic performance through RTI (response to intervention), personalized learning and the prep and prep + programs. Also, behavior expectations through our "Wildcat" expectations, SEL(social emotional learning) program Choose love. We also believe that our parents play a key role in their child's education, so we have many programs throughout the year to incorporate parents, such as, Math and literacy family nights, parent teacher conferences and Readifest. Our Family Resource Coordinator also plans activities for families, such as All Pro Dads, Veteran's Day program and parent cafe meetings.

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.

According to the 2018-2019 KPREP, Kenton Elementary is a four star school. The overall KPREP score is in the top 10% if the state. The overall proficiency score is in the top 20% in the state. Our writing score is in the top 5% of the state. The percentage of proficient/distinguished for all students exceeded the state average in all tested areas. We continue to strive to close the GAP for our students with disabilities. According to the 2018-2019 KPREP, the percentage of 3rd grade novice students with disabilities in math increased 9.9%, the percentage of novice gap students with disabilities in fourth grade reading increased 5.1%,, and the percentage of 5th grade novice students with disabilities increased 1.9%.

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.

None

Additional Information

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

Kenton Elementary School is dedicated to the social emotional well-being of our students. Teachers use a curriculum, Choose Love, to implement lessons in the large and small groups. We have been working with district staff to give teachers strategies to implement in the classroom.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11132019_09:11

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Kenton Elementary School
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e|Prove diagnostics

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, Baldridge, 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

ATTACHMENTS

Attachment Name

▤ Kenton Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
Kenton Elementary		

e|Prove diagnostics

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, Baldridge, 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.

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

1. There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
2. The required school goals include the following:
   1. For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
   2. 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 improvement approach	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 **measures** 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
	(i.e. *Six Sigma, Shipley, Baldridge, etc.*).				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase combined reading and math proficiency from 66.5% P/D students in 2019 to 81.25% of students P/D rate in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading proficiency from 67.3 % P/D to 71.0% P/D in October 2020.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0

Goal 1 (State your proficiency goal.): *Increase combined reading and math proficiency from 66.5% P/D students in 2019 to 81.25% of students P/D rate in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures and MAP data	Weekly reading data to determine P/D percentages of students. Weekly MTSS meetings Weekly PLC meetings	0
Objective 2: Collaborate to increase math proficiency from 65.7% P/D to 69.4% P/D in October 2020.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students. Weekly PLC meetings Weekly MTSS meetings	0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): *Increase combined separate academic indicator score from 54.8% students at P/D in 2019 to 77.4% students at P/D in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase combined separate academic indicator score from 56.4%P/D to 61.65% by October 2020.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings Planning of monthly scrimmages	0
		Vertically align and implement Science Standards through Project Lead the Way.	Learning Walks Lesson Plans Science Assessments	Feedback from classroom walks Science assessment data	

Goal 3 (State your achievement gap goal.): *Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading from 45.7% P/D to 50.7% P/D by October 2020.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data from Read 180 by-monthly. Data graphs for watch listing of students, including those performing in the novice and apprentice areas. Weekly PLC meetings	$500
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	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.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas. Weekly PLC meetings	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in reading. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC and SBDM committees to support reading for all students.	$1,400

Goal 3 (State your achievement gap goal.): *Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referrals to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals	0
Objective 2: Collaborate to increase math from 39.1% P/D to 44.1 % P/D by October 2020.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data collected monthly for math. PLC Meetings MTSS Meetings	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.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in math. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0

Goal 3 (State your achievement gap goal.): *Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC and SBDM committee to support math for all students.	$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referral data to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals	0
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0

4: Growth

Goal 4 (State your growth goal.): *By 2023, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 67.20% in Spring 2019 to 74.6%, and for math from 66.5% in Spring of 2019 to 74.8%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 67.20% in Spring of 2019 to 69.20% by Spring of 2020.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from DIBELS	$500
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from DIBELS	$500
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly DIBELS	0
Objective 2: Collaborate to increase math percentages of students achieving growth in MAP percentiles from 66.5% in Spring of 2019 to 70.5% by Spring of 2020.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from AIMSWEB	$100
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies,	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from AIMSWEB	$100

Goal 4 (State your growth goal.): *By 2023, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 67.20% in Spring 2019 to 74.6%, and for math from 66.5% in Spring of 2019 to 74.8%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SMART goal measurement, and progress monitoring checks.			
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly AIMSWEB	$100

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11132019_09:10

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/09/2019
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

ATTACHMENTS

Attachment Name

 Achievement Gap Spreadsheet

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II. Achievement Gap Analysis

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

Staff members at Kenton Elementary are aware of the two GAP populations that are a part of our accountability model, Free and Reduced lunch students and students with disabilities. While Kenton is no longer classified at TSI school, students will disabilities are still our area of focus. Embedded PD, PLC meetings, staff meetings and professional development sessions in the summer and throughout the school year center on helping to meet the needs of our GAP population, specifically the students with disabilities. The administrative team meets with teachers weekly to analyze data for all students, with a focus on student with disabilities. Progress towards IEP goals and progress towards grade level proficiency determine plans for remediation, small group instruction that is differentiated, and placing GAP students in research based interventions, if needed. High expectations are set for all students. This is a very inclusive culture where all staff embrace all students from any background and/or presenting any diverse need.

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

Both GAP groups (students with disabilities and free and reduced lunch) made more growth in math and reading than the total school population, with 100% of students with disabilities making growth in math. Students with disabilities grew 4.8% over the total population and the free and reduced lunch population was 11.2% over the total population. In reading, students with disabilities made 7.9% and our free and reduced lunch students made .9% more growth than the total student population The free and reduced population outscored the state proficient distinguished percentage in both writing and social studies.

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 the area of reading, the percentage of proficient/distinguished free and reduced students is above the state average by 3%. This is an increase of 11% over the past school year. Also, the percentage of proficient/distinguished students with disabilities did not reach the state average the percentage increased 19.3% over the past two years. In math, the percentage of proficient/distinguished students with disabilities increased 16.7% from the previous school year which closes the GAP between students with disabilities and the total population 26.4%. While the gap is not fully closed in the areas of social studies and writing, the percentage of P/D students in both GAP groups (students with disabilities and free and reduced lunch) has increased over the past two years.

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 percentage of proficient/distinguished students with disabilities decreased in science by 7.8%. The overall percentage of novice students in the area of social studies has increased by .06%. In Math, the percentage of 3rd grade novice GAP (Students with Disabilities) increased 9.9% from the 2017-2018 school year. In Reading, the percentage of 5th grade novice GAP (Students with Disabilities) increased 1.9% from the 2017-2018 school year. In 4th grade Reading, the percentage of overall novice students increased 5.1% from the 2017-2018 school year.

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

The GAP population (economically disadvantaged students) continues to grow. The percentage of free and reduced lunch is 40%. This means the percentage of Kenton Elementary students living in poverty continues to grow. Over half of the student population is considered Gap (free and reduced lunch and students with disabilities). Even though Kenton Elementary is school wide Title I, funding continues to be an issue when buying supplies and hiring staff. At times, family and community support is a barrier. The staff at Kenton plans many events throughout the school year to involve families, and there is not always good participation at these events.

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.

All staff members are involved in continuous improvement and the planning process weekly to close the gap with planning completed through the instructional component of PLC meetings. Staff members are involved in committee work that focuses on closing the achievement gap. Other groups with parent representation that help with closing the achievement gap are: FRC Advisory Council, PTA, and various committees governed by the SBDM Council. SBDM Council has played a role in working closing with the CSIP development and approval. Several meetings this school year have been devoted towards key work in developing the school CSIP. Members of the SBDM Council are: Kim Spille, Marci New, Lisa Reynolds, Heather Monhollen, Rachel Wade, Kenny Schroeder and Mindy Coleman

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.)

Board of Education meeting minutes from May of 2019 provided approval for the school PD plan. PD focused on Quality Cycle of Instruction and overall instructional practices, with a focus on lesson implementation aligned with standards, this includes vertical alignment practices. Teachers will also participate in PD sessions on co-teaching strategies. PD also focused on mental health and PBIS supports. Data analysis is also a large portion of the PD plan. Teachers also have the opportunity to participate in technology based PD. Title I funds do support gap students in the area of math. A math primary interventionist works with small groups for math RTI daily. They are also used to purchase resources for Title I students. ESS funds are utilized to support incoming kindergarten students. Kindergarten students have the opportunity to participate in a six week summer program as a support for school readiness. ESS plan was approved by the Board of Education and Superintendent in November 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).

Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023. Objective 1:Collaborate to increase reading from 45.7% P/D to 50.7% P/D by October 2020. Objective 2:Collaborate to increase math from 39.1% P/D to 44.1 % P/D by October 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)
Achievement Gap Spreadsheet		•
Gap Group Planning		•

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Gap Group/Total number of students	Percentage of Total School Population
White/ 562	90.65%
African American/10	1.61%
Hispanic/19	3.06%
Asian/3	0.48%
American Indian or Alaska Native/0	0%
Native Hawaiian or Other Pacific Islander/0	0%
Two or More Races/26	4.19%
English Learners/7	1.13%
Free/Reducted/252	40.65%
Diability with IEP/99	15.97%

2019-20 Phase Three: Title I Annual Review Diagnostic_11132019_09:09

2019-20 Phase Three: Title I Annual Review Diagnostic

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/10/2019
Status: Open

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

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

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 114(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.

Needs assessment process focused on data analysis. Data sources utilized to conduct the NeedsAssessment were the following: K-PREP data, Brigance, progress monitoring data, MAP data,attendance data, PBIS data, parent survey and office referral data. The data identified GAP students, specificallystudents with disabilities, are the focus 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.

This year 45% of Kindergarten students scored ready with intervention on the BRIGANCE assessment. On the 2018-2019 KPREP in reading, the percentage of fifth grade novice students with disabilities is 10.2% more the district average of novice students. In math, the percentage of fifth grade novice students with disabilities is above the district average by 8.8% of novice students . Overall percentage of GAP (economically disadvantaged) novice students decreased in the area of math, the percentage of apprentice gap students in the area of economically disadvantaged increased by 2.3%. The percentage of proficient/distinguished students with disabilities decreased in science by 7.8%. The overall percentage of novice students in the area of social studies has increased by .06%. In Math, the percentage of 3rd grade novice GAP (Students with Disabilities) increased 9.9% from the 2017-2018 school year. In Reading, the percentage of 5th grade novice GAP (Students with Disabilities) increased 1.9% from the 2017-2018 school year. In 4th grade Reading, the percentage of overall novice students increased 5.1% from the 2017-2018 school year. GAP students (Free and Reduced Lunch) are making a greater amount of growth than students with disabilities which means the strategy of monitoring student progress according to their tiered intervention is having a greater impact on the free and reduced lunch population in comparison to the students with disabilities. Students with disabilities remains our focus this school year. Even though the students with disabilities did not make as much growth we are seeing the GAP closing. The staff will continue to attend professional developments on Tier I instruction and co-teaching strategies.

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

Teachers participate in professional development sessions throughout the year to strengthen tier I instruction. In the fall of 2019, teachers created individual reading and math plans for students students with disabilities according to the MAP standards they did not master on fall MAP testing. Teachers implement lessons and assessments in the classroom to help students master the targeted standards. Student progress on these standards are discussed at weekly PLC meetings to determine mastery. If students do not meet mastery, remediation plans are created. Weekly progress monitoring data and classroom assessment data are analyzed by regular education teachers, special education teachers and administrators to determine if students are in the correct intervention. When students are making questionable or insufficient gains according to this data, students are placed in different interventions.

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?

Continuous professional development on Tier I instruction. Also, revision of math and reading interventions according to the success of the students. Finally, PLC meeting agendas will be revised in order to focus on the skills that is the highest need of the students.

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.

Data sources utilized to determine the effectiveness of family engagement would be trackingattendance of parents at events hosted by the PTA, Title I program, FRC, and school committees. Surveys from parents regarding family engagement activities. Tracking of this data indicates the school needs to use different methods of communication (newsletter, Twitter, email) to promote family events. We also need to continue to offer incentives for families when they participate in different activities. The school works with business partners to get donations for incentives, but outside of donations the school is unable to fund these incentives.

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

ELA committee redesigned the Family Literacy Night by combining primary and intermediate students, integrating more technology and adding a book swap to the event. We had our largest attendance at Family Literacy night in the past five years. The math committee will advertise family math night earlier in the school year so families can attend. Family engagement funds are allocated through Title I each school year. The majority of these funds will be to support the Family Math Night. FRC will collaborate with the PTA to plan family activities. FRC will continue to attend all pre-school home visits to begin the process of building relationships with families. Parents are invited to join the PBIS and technology committee.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 09/20/2019
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.

Dorothy Dennie 9/20/2019

2019-20 Phase Two: The Needs Assessment for Schools

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 10/10/2019
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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.

Understanding Continuous Improvement: The 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?

At Piner each year, our administrators host a school-wide KPREP Data Analysis PD. It includes all teachers and staff, and the FRC Coordinator. Additionally, our Piner SBDM Council members are invited to attend. We use the KASC Score and Gap Analyzer Tool kit, and identify areas of strength and need. From this, we develop school wide goals for our CSIP. Additionally, data is reviewed throughout the year in a variety of settings. This data is reviewed with the SBDM Council at SBDM meetings in the fall. Teachers, both general and special education, meet weekly in PLCs with the school administrators, and review MAP data following each administration of the test. Additional data analysis is completed in PLCs throughout the year using weekly assessment and common assessment data. Our RTI team (including administrators, classroom teachers, interventionists, and special education teachers) meets in PLCs to review RTI data for academic areas and behavior. Recommendations are made during these meetings regarding the progress or lack of progress of the interventions implemented. MTSS meetings are held to provide support and make a plan for next steps when students are in intensive interventions and there are still concerns of lack of growth. Each student's data is reviewed at least every six weeks; at times, the SAT members may refer students for a special education referral.

Current State

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

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

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

-The number of behavior referrals has decreased to 86 in 2019 from 198 in 2018.-KPREP Reading, 8.48% of students scored novice and 67.87% scored P/D; Reading P/D increased 0.17% and novice decreased 4.12% from 2018 -KPREP Math, 9.09% of students scored novice and 67.87% of students scored P/D; Math P/D increased 2.87% but novice increased 0.39% from 2018-KPREP Science, 8.33% of students scored novice (decrease of 4.37% in 2018) and 48.34% of students scored P/D (increased of 12.04% in 2018)-KPREP Social Studies, 3.45% of students scored novice (decrease of 3.55% in 2018) and 79.31% of students scored P/D (increase of 3.31% in 2018)-KPREP Writing, 20.69% of students scored novice (increase of 7.99% in 2018) and 50% of students scored P/D (increase of 3.5% in 2018)

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.

-Students scored an overall 85.9 on the proficiency indicator of KPREP; whereas, students with an IEP scored an overall 51.6 on the proficiency indicator.-All students scored a 71.7 on the separate academic indicator in Science of KPREP; whereas, students with an IEP scored an overall 40 on the separate academic indicator in Science.-All students scored a 65.9 on the separate academic indicator in Writing of KPREP; whereas, students with an IEP scored an overall 26.9 score on the separate academic indicator in Writing.

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Trends

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

-The special education students are scoring consistently lower than our overall scores by double digits in all areas of the academic index and separate academic indicators on KPREP. This is a trend over the previous 3 years as measured by KPREP.

Trends

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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 4: Review, Analyze and Apply Data Results. We will continue to refine our weekly assessment implementation and data analysis in reading and math. Teachers will assess one standard at a time following instruction. Teacher will develop instructional plans to remediate students who fail to master the standards, as well as providing extension/enrichment to students who have. Weekly assessments will be reviewed prior to administration by the PLC for standard alignment and appropriate level of rigor; results will be reviewed weekly in PLCs. Teachers will provide their remediation plans at that time, but for students failing to master the standards, or to reteach all students standards that were not mastered.

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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%.

-KPREP Reading P/D increased 0.17% and novice decreased 4.12% from 2018. -KPREP Math P/D increased 2.87% from 2018.-KPREP Science P/D increased 12.04% and novice decreased 4.37% in 2018.-KPREP Social Studies P/D increased 3.31% and novice decreased 3.55% in 2018.-KPREP Writing P/D increased 3.5% in 2018.

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Two: School Assurances

Piner Elementary School
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United States of America

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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 Study 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 Phase Two: School Safety Report

Piner Elementary School
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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.

School Safety Diagnostic for Schools

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 school council has adopted an emergency plan in accordance with the local board policy in compliance with KRS 158.162(3).

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.

The school has 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.

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).

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.

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

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 school's emergency plan was 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). This was reviewed on 6/6/2019.

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.

The principal discussed 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). This was reviewed on 8/19/2019.

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.

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

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.

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

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.

Over the immediately preceding twelve months, the school conducted fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5).

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Three: Executive Summary for Schools

Piner Elementary School
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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?

Piner Elementary School is a small, rural school with 330 students, covering the largest geographical area in the Kenton County School District. 45% of our students receive free or reduced lunch, and we are a school wide Title 1 school. We are beginning to see a higher number of transient students, and a higher number of relatives raising students. The Piner School has been in existence since 1849 and retains its strong community roots. Piner Elementary is truly the center of the community, with multi-generational family connections. In fact, several of our current teachers were Piner students themselves. Piner Elementary maintains a strong alumni group which meets annually. Our school motto is "Piner Elementary- Where Character Counts and Attitude Matters." We promote traditional values such as trustworthiness, responsibility, and good work habits through out our Choose Love and Core Essentials character and social emotional programs. Piner Elementary offers many extracurricular activities, such as: Archery, Basketball, Academic Team, STLP, E-Wise club, Student Ambassadors, and more. With the receipt of the 21st Century Learning Center grant, we have been able to collaborate to offer both after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Piner Elementary community shares a strong belief that our entire school and community of Piner will work together to ensure that all students obtain a strong academic foundation, success in life, and character based on the traits of respect, caring, citizenship, trustworthiness, responsibility and fairness. Piner Elementary staff believes in productive/positive attitudes, rigorous teaching and learning opportunities, independent, self-motivated students, development of life skills, instruction in the arts, and excellence in academics. Piner Elementary embraces its mission to be a community based school. Piner Elementary School offers multiple activities outside of school for parents and students. A few of the programs scheduled for the 2019-2020 school year are Family Resource Center programs such as Readifest, Kindergarten Round Up, Trimester Awards, Student of the Month Breakfasts, College and Career Day, Family Math and Reading Night and Fun Arts Night. Along with our parent and student involvement, the staff of Piner Elementary School participates with the continuing progress of implementation of a positive behavior program through our MTSS system. We promote explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Choose Love and Core Essentials character and social emotional programs. Additional efforts include the individual student goal setting, continuous influential professional development of staff, and the development of life skills. We encourage each student participating in at least one service learning project during the school year and students in intermediate grades to join a club or team.

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.

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Points of pride for Piner Elementary School include exceeding the state average in reading, math and social studies. Piner Elementary School is 1:1 with Chromebooks to students in grades 2-5, and at least 3:1 with technology in the classroom for grades K-2. Piner also has a Smartboard and document camera in every classroom as well. This has allowed greater use of instructional technology by our students, helping them to prepare them with 21st Century learning skills and they become college and career ready. Piner Elementary offers a multitude of extracurricular activities for students including such as Archery, Basketball, Academic Team, STLP, E-Wise Club, Student Ambassadors, and more. With the receipt of the 21st Century Learning Center grant, we have been able to collaborate to offer both after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program. Bus transportation is provided two days a week to allow access to more of our students. We continue to increase our number of students scoring proficient in writing. To address this we are working through committees and SBDM to review and refine our writing policy and grade level expectations. We have continued to work on improving growth scores on our students with disabilities through walks, data analysis of ongoing assessment and professional development. Piner also needs to continue work towards designing instruction for students in RTI through differentiated instruction, specially designed instruction, student engagement techniques, and use of KPREP-like assessments throughout the year. Teacher use of the Mastery Connect program in grades 2-5 allows teachers to personalize learning and monitor student mastery of academic standards, providing re-teaching or enriching as needed.

Additional Information

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

N/A

Additional Information

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

We greatly value parent and community member involvement and appreciate the many contributions they make to enrich our students' learning experiences. We continue to seek ways to involve our parents and community members through programs such as College and Career Day, Junior Achievement, the Family Resource Advisory Council, PTA, SBDM, committees, the Durr Branch of the Kenton County Public Library, and our BEST business partner with Celanese. We use the Classroom Dojo app as well as Twitter, Facebook, and regular classroom and school newsletters to inform our stakeholders of current events taking place at our school in addition to the use of Bright Arrow automated call system. We post important school information on our marquee and on our website, as well as archiving copies of our school newsletters on the school website.

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11222019_13:45

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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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, Baldridge, 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

ATTACHMENTS

Attachment Name

Dec. 2019- KDE Comprehensive Improvement Plan for School

Attachment Summary

Attachment Name	Description	Associated Item(s)
Dec. 2019- KDE Comprehensive Improvement Plan for School		•

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, Baldridge, 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 improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	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 **measures** 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 1 (State your proficiency goal.): Increase the combined reading and math percentage of proficient/distinguished students from 67.87 in 2019 to 83.2 in 2023 as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.87 to 74.24 and math from 67.87 to 72 by Oct. 1, 2020 as measured by KPREP.	KCWP 4: Review, Analyze and Apply Data	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Track MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process. Use of Mastery Connect (grades 2-5) and teacher designed standards mastery tracking sheet (grades K-1) to identify students and standards requiring further instruction.	Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers)	$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math. Analyze assessment data to determine small group and lessons to reteach standards when not mastered.	Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data (Principal, Assistant Principal and Teachers)	
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.			
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: 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.	Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	
	KCWP 6: Establishing Learning Culture and Environment	Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.	Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews. Collaborate to develop a plan to strengthen all aspects of student behavior and safety.	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Monthly RBTL meetings (Principal, Assistant Principal, Teachers)	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the writing percentage of proficient/distinguished students from 50 in 2019 to 73.25 in 2023 as measured by KPREP.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 50 to 57.2 by Oct. 1, 2020 as measured by KPREP.	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Writing reviews and calibrated scoring as part of the PLC process. Use of writing standards mastery tracking sheet to identify students and standards requiring further instruction.	Monthly data reviews in PLCs and staff meetings to determine student learning needs in writing. (Principal, Assistant Principal and Teachers)	$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in writing. Analyze On-Demand Writing assessment data to determine small group and lessons to reteach standards when not mastered.	Analyze student writing data and samples at least monthly in PLCs or staff meetings. (Principal, Assistant Principal and Teachers)	
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.			
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: 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.	Collaboration in vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery in writing at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	

Goal 3 (State your achievement gap goal.): Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2023 as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined reading percentage of students with disabilities scoring proficient/ distinguished from 33.3 in 2019 to 47.3 in 2020 and math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2020 as measured by KPREP.	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process.	Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal and Teachers)	$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom.	Monitor evidence-based program Read 180, System 44 data, and RTA data monthly (Principal, Assistant Principal, Teachers)	
		Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Use of Mastery Connect (grades 2-5), teacher designed standards	Analyze MAP data for students receiving special education services at a minimum of three	
	KCWP 4: Review, Analyze and Apply Data	Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.	mastery tracking sheet (grades K-1), and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction.	times per year: Fall, Winter, and Spring. (Principal, Assistant Principal and Teachers)	
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard.	Collaboration in committees and PLCs to give equitable access to the curriculum, identify	Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.	instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective.		

4: Growth

Goal 4 (State your growth goal.): Piner Elementary will increase the percentage of students showing growth in MAP for reading from 63.67% in Spring 2019 to 75.3% in Spring 2022, and for math from 61.09% in Spring 2019 to 76.15% in Spring 2022 as measured by the MAP assessment.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who are showing growth in MAP for reading from 63.67% in 2019 to 67.54% in 2020; and in math from 61.09% in 2019 to 66.11% in 2020.	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Develop a system for student monitoring of progress.	Develop the use of student data notebooks to monitor and improve student growth and achievement in reading and math. Student data notebooks will include intermediate students tracking their own engagement with extra-curricular activities.	Weekly collaboration and use of student data notebooks during PLC, RTI, SAT, and special education meetings as well as student-led conferences. (Principal, Assistant Principal, All Teachers)	$0
		Establish a practice (worker) to: Assure that attendance issues are rectified as to not interfere with the educational process of students.	Development of Piner Attendance Plan and biweekly review of attendance data to reduce barriers to learning with the RBTL team	Biweekly attendance review and follow up in school RBTL meetings. District review in monthly RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)	
		Establish a practice (worker) to: Create and monitor students in RTI performing below proficiency.	Development of the RTI list for monitoring student growth/achievement and developing differentiated learning opportunities.	Weekly collaboration and use of RTI list and data during PLC meetings. (Principal, Assistant Principal, Teachers)	
		Establish a practice (worker) to: Develop a system to provide access to mental health services, school-based therapy, and social-emotional health in order to reduce barriers to learning.	Development of a Piner plan for students with mental health, school-based therapy, and social-emotional health through MTSS to reduce barriers to learning with the RBTL and MTSS PLC teams.	Biweekly attendance review and follow up in school RBTL meetings. District review in monthly RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor) Meet in MTSS PLC meetings every 4-6 weeks to determine supports and progress for SEL health. (Principal, Assistant Principal, Counselor and Classroom Teachers)	
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Provide differentiated instruction in reading and math at all grade levels.	Moby Max for grades 2-5. (Principal, Assistant Principal, Teachers); RTI block; iRead-Kindergarten-Second Grades System 44/ Read 180 3rd-5th grades pull out; RTA + 1 Trained Teacher in 1st Grade	

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 12/09/2019
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.

Our gap group is primarily comprised of students who receive free and reduced lunch (54%), students with disabilities (20%), English language learners (2%) as well as 2 or more races (2%).

I. Achievement Gap Group Identification

II. Achievement Gap Analysis

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

Our gap group is comprised of a large percentage of our student population; therefore, there is no stigma associated to belonging to this group. All students are encouraged to do their best, effort is rewarded along with achievement, and students receive scaffolded, differentiated and individualized instruction in multiple groupings and settings throughout the day. Student recognition of success is frequent and made public. Our strong and effective positive behavior system, with its tiered levels of intervention, ensure that teachers can focus on teaching and students can focus on learning with a minimum of behavior-oriented interruptions.

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

There is no significant gap between all students overall and the student in the Free and Reduced (F/R) category in the area of Social Studies. The When analyzing trends over the previous two years, the achievement gap which has closed is with our students receiving Free/Reduced (F/R) meals on the KPREP Social Studies assessment. The students in the F/R gap group scored within approximately 5% of the entire student population on the Social Studies assessment leaving no significant gap.

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 analyzing trends, Piner has shown improvement with gap between all students overall and the students in the Free and Reduced (F/R) category in the areas of Reading and Math over the previous two academic years. Students in the F/R gap category scored within approximately 10% of all students in the areas of Reading and Math this past year.

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.

Based upon the analysis of the gap data trends from the two academic years, the gap group of student with disabilities has lacked progression. Only 33.3% of students with an IEP scored P/D in reading and only 24.2% of students with an IEP scored P/D in math.

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

We are strengthening our monitoring system for students with disabilities with MAP and common assessment data. Our Special Education PLC meetings were not always data focused. This year we are ensuring that we review data at each of our Special Education PLC meetings. Develop specific plans for re-teaching and remediation in the regular education classroom. We have also adjusted our approach to reduce nonacademic barriers (such as attendance) through our Reducing Barriers to Learning (RBTL) committee, which meets biweekly.

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.

Teachers participate in KPREP test data analysis to identify achievement gaps, and to develop strategies to address those gaps. These strategies have been incorporated into our CSIP, and will be monitored at weekly administrative meetings to ensure they are being implemented with fidelity. Strategic partners involved are: SBDM Council, FRYSC Coordinator, RBTL Committee, Special Education Team, and MTSS Team. All of the above, in addition to the teachers at Piner, participated in reviewing and analyzing multiple sources of data, including KPREP scores, to develop measurable goals, strategies, and activities to close the achievement gap.

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.)

Staff professional development needs were determined by review of student data, teacher/staff survey, KPREP data, and observation/walk through trends. The professional development was a direct reflection of the identified need. We provided job embedded professional development for teachers on co-teaching strategies. On-going job embedded professional development of strategies to increase student engagement and growth mindset approach in every classroom as well as the quality instruction cycle. Teachers will implement the strategies in the classroom and focus instructional walks and coaching, especially with gap students.

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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).

Increase the combined reading percentage of students with disabilities scoring proficient/distinguished from 33.3 in 2019 to 47.3 in 2020 and math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2020 as measured by KPREP.

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.

Closing the Achievement Gap Summary spreadsheet attached below.

ATTACHMENTS

Attachment Name

Dec. 2019 Piner Measurable Gap Goal

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Group Identification		°
Dec. 2019 Piner Measurable Gap Goal		• III

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Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities/66	20.18%
Free/Reduced Lunch/177	54.13%
EL/6	1.83%
African American/1	0%
Native Hawaiin/Pacific Island/1	0%
Two or More Races/6	1.83%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy
Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2023 as measured by KPREP.	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.

Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Principal, Assistant Principal and Teachers	Weekly data reviews to determine student learning needs in weekly PLC meetings. Monitor evidence-based program Read 180, System 44 data, and RTA data. Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. Monthly committee meetings, vertical alignment work groups and special education meetings.	$0

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

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Status: Locked

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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.

Jena Smiddy September 4, 2019

2019-20 Phase Two: The Needs Assessment for River Ridge

2019-20 Phase Two: The Needs Assessment for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

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Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

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?

The administrative team conducts an initial review of state assessment results. Results are then analyzed and summarized with staff members at a staff meeting and/or in grade level teams. Data is used to determine school wide areas of strength and focus. Ongoing data review is conducted monthly at SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during core instruction and MTSS PLCs every 6 weeks for reading, math, writing, science, and social studies. Weekly team meetings also focus on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed. Intervention and administrative staff meet biweekly to review intervention data as well. Our school level administrative team meets weekly to review and analyze the various data sets to determine school wide trends, needs, and next steps.

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.

Our overall achievement for Writing increased from 47.8% P/D to 63.5% P/D. Our overall achievement for Social Studies increased from 65.6% P/D to 77.3% P/D. Our rate of 5th grade students scoring P/D in reading increased from 65.6% to 72.2%. 63.5% of our students scored proficient in writing compared to the state average of 46.6%. 77.4% of our students scored proficient in Social Studies compared to the state average of 53% . 53.8% of our students scored proficient in Science compared to the state average of 31.7%. 61.5% of our students scored proficient in Reading compared to the state average of 54.6%. From 2018 to 2019, we decreased our novice/apprentice scores in reading from 3rd grade to 4th grade by 7%. Our number of behavior referrals decreased from 193 in 2018 to 97 in 2019. Our overall percentage of students scoring proficient/distinguished in math is only 58.3%.Our overall percentage of students scoring proficient/distinguished in reading is 61.5%. 67% of our students received 0 or 50 points for growth in reading. 68.8% received 0 or 50 for math. We decreased our achievement gap between students with disabilities and all students enough so our school no longer qualifies as a TSI school by the Kentucky Department of Education. Data sources include 2018-2019 KPREP data and annual year end PBIS reports.

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.

Our overall proficiency in reading decreased from 66% to 61.5%Our overall proficiency in math decreased from 63.5% to 58.3% 67% of our students received 0 or 50 points for growth in reading. 68.8% received 0 or 50 for math.47.95% of our 3rd grade students scored proficient in reading on KPREP.52.74% of our 3rd grade students scored proficient in math on KPREP.

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

Trends from the previous two academic years show that continued efforts are needed to increase our overall proficiency in reading and math for all students. Our overall reading proficiency for the 2016-2017 school year was 66% and 65.9% for the 2017-2018 school year. Our current data shows 61.5% proficiency for reading. For math, our overall proficiency for the 2016-2017 school year was 60.9% and 63.5% for the 2017-2018 school year. Our current data shows 58.3% proficiency for math. Data trends from the past 3 years show a steady decrease in overall proficiency for both reading and math. Although our proficiency in these areas is above the state average for all 3 years, they remain a significant area of improvement due to the slight decline in the percentage of students scoring proficient and/or distinguished in both content areas. Our writing achievement increased from 47.8% proficiency in 2017-2018 to 63.5% in 2018-2019. This increase can be attributed to the intentional focus and efforts we placed on increasing the quality of our overall writing instruction, school wide, over the past three years. This data is evidence of the increases and improvements we are capable of achieving when we set clear goals and take intentional steps to achieve them.

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

In order to produce our desired changes to increase achievement with all students, we will focus on KCWP 1: design and deploy standards. In addition to our sustained, focused system of interventions and supports, we will shift our focus to providing high quality core instruction to all students. Teachers and administrators will collaborate to ensure classroom instruction is appropriate and strategies are implemented to ensure congruence to the intent of the learning target and students are actively and cognitively engaged. Teachers and administrators will collaborate on efforts to vertically align core instruction so that teachers across all grades and of the same content area have a common and cohesive understanding of the grade level standards. This will help to eliminate gaps in instruction and provide all students with more cohesive curriculum and instruction. Teachers and administrators are analyzing weekly assessment data aligned to grade level standards in order to readjust curriculum to meet student needs and ensure mastery of grade level content in reading and math. In addition to vertical alignment of curriculum, teachers will spend time analyzing instructional tasks for rigor and relevance to the standards. Students will have more opportunities to write across all curricular areas in order to increase their understanding of content and to further improve writing skills.

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%.

Our rate of proficient and distinguished students is above the state average in all tested areas. Based on 2019 KPREP data, our school ranks in the top 20% of elementary schools in the state. Our overall score for Separate Academic Indicator (Science, Social Studies, Writing) ranked us 46 out of 724 elementary schools in the state. We demonstrated significant growth in writing proficiency increasing from 47.8% to 63.5%. We decreased our achievement gap for our students with disabilities enough to no longer qualify as a TSI school. Our school earned a 4 star rating according to the new Kentucky accountability system for the 2018-2019 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances for River Ridge

2019-20 Phase Two: School Assurances

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

Last Modified: 10/10/2019
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 Study 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

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

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

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)

eProve diagnostics

2019-20 Phase Two: School Safety Report for River Ridge

2019-20 Phase Two: School Safety Report

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
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.

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.

Yes, October 23, 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, August 19, 2019

7. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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)

2019-20 Phase Three: Executive Summary for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

Last Modified: 12/12/2019
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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?

River Ridge Elementary is a large public school serving approximately 1,000 students Preschool through 5th grade from Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse mix of students and families across socio-economic, racial, and ethnic backgrounds. The percentage of students qualifying for free or reduced lunch at River Ridge has steadily increased over the past 3 years and is approximately 52%, which qualifies us as a Title One School. For the 2nd year in a row, we have been identified as a CEP school and are eligible to provide free breakfast and lunch every day to all students, due to the high percentage of students on the Free Reduced Lunch Program . In addition, we provide clothing, outerwear, canned goods/non-perishable food, and more through our Family Resource Center. And, we offer free dental check-ups and vision screenings to students. We have a very active Parent Teacher Organization who organize and facilitate school wide fundraisers and events to provide technology in our classrooms and engaging events for students and families. We serve approximately 150 students who are considered EL (English Learners) with 19 different spoken languages and over 100 students with disabilities who have an individualized education plan. These sub groups make up 20% of our student population. We currently have 30 students in grades 4 and 5 who have been formally identified as Gifted/Talented in general intelligence, leadership, creativity, language arts, math, science, and/or social studies. A high percentage of our students and families look to RRE as a community resource that offers access to so many services they simply would not have otherwise. In addition to the services listed above is regular access to computers, technology and other 21st century learning tools. Such access is critical because, in our world today, computer knowledge is imperative and children who do not have regular access can fall behind. Indeed, in today's world, access to computer technology is an "initial condition" for academic success because it is a tool that is effective across disciplines, it enhances classroom instruction, and it can make kids more excited about learning. The size, diversity, positive school culture/climate, and community involvement make River Ridge a special and unique place to work and learn every day.

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 statement at River Ridge Elementary is "We build the foundation for lifelong learners and productive citizens." Our Belief Statements are: We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability. At RRE, we are a PBIS school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is Safe. We are intentional with teaching and modeling our expectations throughout all parts of our building and we celebrate success with behaviors and academics in a variety of ways. We have a comprehensive instructional program with a variety of student instructional needs during the day including a differentiated core instructional block and a comprehensive multi tiered

system of support for students requiring academic, behavior, and social/emotional interventions. Teachers and students have access to the following programs: Compass Learning, Fastt Math, Read Naturally, Accelerated Reader, EdMark Reading, Orton Gillingham, Smeken's Writing Framework, and Dreambox. Through our Tier II and Tier III blocks of instruction we have Title reading intervention groups using programs to address the needs of struggling students in both reading and math.We offer many ways to make meaningful connections with students beyond the classroom through activities and clubs such as: Newsteam, Academic Team, Lego Club, Zumba, Basketball, Student Council, 5th Grade Jobs, EWise, Book Club, Drama Club, Choir, Girls on the Run, and Running Club. These opportunities are intended to provide students with extra curricular activities beyond the school day to further develop skills, behaviors, and beliefs related to creating well-rounded students. In addition, through extensive support from our PTO (parent teacher organization) we have made significant efforts to increase technological resources in a sustained effort to become a one to one school. Technology will allow our teachers to consistently utilize online resources, web applications, and other tools in a way that complements the curriculum, enhances and expands upon the educational content being taught, builds upon student enthusiasm, and maximizes individual student learning. The importance of providing students in today's classrooms with current, fully equipped, and accessible technology cannot be overstated because doing so is shown to boost test scores and provide a greater degree of preparedness for high school and beyond.

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.

In 2016, River Ridge earned the distinction of being a Proficient school. In 2017, we did not receive an overall score, yet we increased our scores in each tested area from 2016. River Ridge was classified a Proficient school by our school district. With the change in our state accountability system, we did not receive an overall proficiency classification for 2018. However, data analysis indicates achievement levels above the state average in all tested areas (top 21% in the state), a growth score ranking in the top 13% in the state, a science score in the top 7% in the state, and significant growth with our EL student population placing us in the top 10% in the state for EL student proficiency. We were classified as a TSI school due to a low percentage of our students with disabilities scoring at a proficient level overall. In 2019, the state accountability system changed again and all schools were designated a star rating based on performance levels in Proficiency (Reading and Math), Separate Academic Indicator (Science, Social Studies, Writing), and Growth (Reading, Math, Access). River Ridge received a 4 star rating and was designated a high performing school. We scored above the state average in all tested areas with notable growth in writing performance with an increase of over 15% from the previous year. Our Social Studies score increased overall by almost 12% and our Science score maintained with only a 1% decrease. An area of improvement going forward is to increase our overall proficiency in reading and math for all students. In 2019, our overall reading and math proficiency decreased by almost 5% for each content area. Additionally, we will continue to work on increasing proficiency levels for our students with disabilities as our overall proficiency is below the state average for this sub group population.

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.

River Ridge Elementary School takes great pride in making school meaningful and memorable for
all students. Our instructional practices allow for consistency among all grade levels and with all
students. Expectations are high for staff and students, yet motivating through academic goal
setting and celebrating success and growth. River Ridge has very involved parents and a
wonderful PTO, who plans annual events for students and families to enhance our overall school
culture as well as to make significant financial contributions to aide in our goal of ensuring 21st
century learning opportunities for all students. Our Family Resource Center Coordinator helps in
working with our diverse population and reducing barriers to learning in many ways, specifically
with the programs such as All Pro Dads, Born Learning Academy, and MVP Moms. River Ridge
Elementary, although a very large school with a diverse array of needs, successfully comes
together as a learning community dedicated to the education and well-being of the 1,000 students
we serve.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

Last Modified: 12/09/2019
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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, Baldridge, 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

ATTACHMENTS

Attachment Name

Goal Builder

Attachment Summary

Attachment Name	Description	Associated Item(s)
Goal Builder		°

eProve diagnostics

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, Baldridge, 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: **By 2024, River Ridge Elementary will increase the combined reading and math percentage of students scoring proficient/distinguished from 60% in 2019 to 80% as measured by the school report card.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 65.5% in 2020 as measured by the school report card. Objective 2: To increase our percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 62.3% in 2020 as measured by the school report card.	1-Design and Deliver Instruction Monitor processes in place to ensure students have an understanding of learning expectations (learning targets, goal setting, and purpose) and know the criteria for success. 2-Design and Deliver Instruction Ensuring instruction is explicit and teachers are monitoring the learning before, during, and after instruction. 3- Review, Analyze, and Apply Data -Assess with formative and summative assessments that are aligned to the standards and learning targets.	-Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. -Plan for and implement active student engagement strategies aligned with quality instruction indicators, Kagan structures, and other engagement strategies. -Ensure that instructional modifications are made based on the immediate feedback gained from weekly formative assessments. -Stakeholders will collaborate to reduce **physical and mental health barriers** to learning for all students to ensure optimal growth and development through implementation of Choose Love (SEL Curriculum) at all grade levels and monthly data analysis meetings. -Encourage **student involvement** in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.	-Use of MAP Data to determine growth over the course of the school year. -Common Assessments and weekly assessments will be used to assess and monitor student mastery towards standards. -RTI data will be used to monitor progress with intervention supports. -KPREP data to determine annual growth and achievement for all student groups	MAP data will be analyzed 3 times a year. Common assessments data will be analyzed ongoing. Formative assessment data will be analyzed weekly and biweekly. RTI data will be analyzed every 6 weeks. KPREP (state assessment) will be analyzed annually.	$0

Goal 2: By 2024, River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 81.7% as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 67.15% in 2020 as measured by the school report card.	1-Design and Deploy Standards Assure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy). 2-Design and Deliver Instruction Implement strategies and programs that are highly effective and collaborate to measure their effectiveness on student writing achievement.	-Collaborate with stakeholders (teachers, administrators, SBDM) to analyze, revise, and implement a writing policy that addresses the current curriculum and is aligned with state standards and expectations. -Design, implement, and analyze a school wide writing plan that is aligned with the writing policy and district writing continuum to ensure consistent, high quality writing instruction across all grade levels. -Implement ongoing collaboration during PLCs to analyze effectiveness of writing program, calibrate writing scoring, and address barriers to student success in writing development. -Implement Smeken's writing framework in all grades to increase quality of writing instruction, strategically plan for a consistent scope and sequence school wide, and calibrate writing instruction across all grades. -Increase writing opportunities across all grades and all content areas to write for a variety of purposes and increase student confidence in and enjoyment of writing.	-Lesson plans reflecting consistent, focused, writing instruction in all grade levels that is aligned with school policy, writing plan, and Smeken's guided scope and sequence. -Student writing samples indicating well developed writing pieces. -Increased writing scores on KPREP	Lesson plans will be monitored and reviewed weekly to ensure writing instruction is being implemented according to school wide writing plan and each grade level scope and sequence. Student writing samples will be analyzed and scored monthly during PLCs	$8,000

3: Achievement Gap

Goal 3: By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2020 as measured by the school report card. Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2020 as measured by the school report card.	1-<u>Design and Deliver Instruction</u> Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards. 2-<u>Design and Deliver Instruction</u> Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students. 3- <u>Design and Deliver Instruction</u> Establish protocols for ensuring Tier 1 and Tier II instructional needs are met and next steps for improvement are identified.	-Ensure ongoing professional development in the area of best practice instructional strategies to aid in curricular adjustments when students fail to meet mastery. Specific strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students. -Ensure that formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities. -Partnership with Kentucky Autism Training Center (KATC) to inform and educate staff on effective strategies for specialized instruction in order to provide **equitable access to the curriculum for all students.** -Implementation of Co-Teaching model in all grade levels to calibrate expectations between regular education and special education teachers and to provide high quality specially designed instruction.	-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions. -Formative and Summative assessments to track growth and progress of all students with disabilities group. -Regular (biweekly) meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model.	RTI data will be reviewed every 6 weeks. Formative and summative data will be reviewed weekly and monthly at PLC meetings	$0

Goal 4: By 2024, River Ridge Elementary will increase the percentage of students showing growth in MAP for reading from 58.7% in 2019 to 79.3% and for math from 57.3% in 2019 to 78.6% as measured by Measures of Academic Progress (MAP).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students showing growth in MAP for reading from 58.7% in 2019 to 62.8% in 2020 as measured by NWEA reports. Objective 2: To increase the percentage of students showing growth in MAP for math from 57.3% in 2019 to 61.7% in 2020 as measured by NWEA reports.	1-Design and Deliver Instruction Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards. 2-Design and Deliver Instruction Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students. 3- Design and Deliver Instruction Establish protocols for ensuring Tier 1 and Tier II instructional needs are met and next steps for improvement are identified.	Continue implementation of a clearly defined RTI school wide process with documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. -Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine student progress as well as tiered intervention needs. -Ensure curricular discussions and adjustments are part of ongoing PLC discussions and include indicators of the cycle of quality instruction. -Ensure ongoing **collaboration with FRC Coordinator** to support families of students in sub groups with home/school connections and individual student success at school. -Increase collaboration in data analysis and student progress towards mastery by analyzing weekly and biweekly standards based assessments to inform instruction. - Enable students to develop leadership roles within the classroom to aide in decreasing off task behaviors to **ensure student safety and discipline** in all classrooms.	MAP data to be reviewed 3 times a year	Teachers will work with students after each MAP testing session to set goals based on their previous scores. Incentives for growth, achievement, and effort on MAP testing will be in place for students.	$10000

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

River Ridge Elementary School
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2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

Last Modified: 12/12/2019
Status: Open

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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.

Attached.

ATTACHMENTS

Attachment Name

Achievement Gap Group Identification

I. Achievement Gap Group Identification

II. Achievement Gap Analysis

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

Our mission statement at River Ridge is 'We build the foundation for lifelong learners and productive citizens.' Our Belief Statements include: We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability. River Ridge takes great pride in making school meaningful and memorable. Our instructional practices allow for consistency among all grade levels and with all students. Expectations are high for staff and students, yet motivating through academic goal setting, celebrating with success and growth. River Ridge has very involved parents and a wonderful PTO. Our Family Resource Center Coordinator helps in working with our diverse population and reducing barriers to learning in many ways, specifically with the programs such as All Pro Dads and MVP Moms. At River Ridge, we value our diverse population of students and we believe our diversity contributes heavily to our overall identification as a school. We appreciate the cultural differences among our students and families and we focus many of our efforts on striving to meet the needs of all students. We have many supports in place to ensure all students are achieving at high levels.

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

After analyzing gap trends, we are making progress in closing achievement gaps with our students who receive free/reduced lunch in the area of reading (deficit decrease by 4%), students with disabilities in reading (deficit decrease by 3%) and our English language learners in math (deficit decrease by 11.7%).

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.

After analyzing gap trends, we are making progress in closing achievement gaps with our students who receive free/reduced lunch in the area of reading (deficit decrease by 4%), students with disabilities in reading (deficit decrease by 3%) and our English language learners in math (deficit decrease by 11.7%).

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.

Our students with disabilities have shown minimal progress over the last two years. Our percentage of students scoring P/D in reading was 26.7 in 2019 and 28.8 in 2018. In math, 16.7% of our students with disabilities scored P/D in 2019 and 25.8% scored P/D in 2018.

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

Barriers that prevented us from closing the achievement gap primarily include a lack of sufficient time to implement our strategies. The processes, practices, and conditions we have developed for closing the achievement gap are long term, comprehensive strategies. With an extended opportunity to implement these strategies and monitor student achievement and progress through ongoing assessment and data analysis, we believe that the barriers will begin to decrease and all students will perform at high levels. In addition, we are striving to improve our core instruction for all students so that we can ensure our student gap groups are receiving high quality instruction in all areas.

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.

The River Ridge Elementary School SBDM Council, along with school staff maintain on ongoing focus on analyzing student data and processes, identifying and generating solutions to reduce barriers to learning, and discussion and collaboration of programs and instructional practices yielding high results. Student Achievement and School Improvement Planning are standing times on the SBDM agenda each month. The council is comprised of teachers, parents, and principals and meets monthly to receive updates in the aforementioned areas as well as to discuss and make decision on school improvement efforts. Achievement gap data is analyzed throughout the school year through PLCs with special education staff and regular education teachers. Teachers analyze MAP data three times a year to determine student mastery towards grade level standards including all sub group student populations. MTSS data meetings occur every 6 weeks to analyze intervention data to determine student progress and whether or not interventions are being successful.

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.)

Our school's professional development plan includes an abundance of collaborative time for staff members to focus on best instructional practices for reaching all students and closing our achievement gaps. This year, our professional development plan included two days of writing training for all regular education homeroom teachers. This training provided our teachers with a high quality framework for writing instruction for all students. We also implemented a Co-Teaching model for our students with disabilities to provide a more cohesive inclusion model for all students. Teachers involved in the Co-Teaching model received several days of training as part of their individual PD plans. Also included in our PD plan was a day committed to Instructional Practices for teachers to collaborate, plan, and work with the administrative team to engage in curriculum design around the new social studies standards, our new school-wide writing framework, and special education co-teaching models to address our TSI status and increase proficiency with our special education population. Strategies are also intended to strengthen core instruction so that all students receive equitable access to grade level standards. Teachers were also given 6 hours of flexible time to spend on professional development of their choosing based on each of their identified needs.

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).

To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% as measured by the school report card. To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% as measures by the school report card.

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.

Attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Group Identification		• I
Measurable Gap Goal	Measurable Gap Goal	•

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch - 470	51%
Students with Disabilities - 143	15%
English Language Learners - 144	16%
African American - 35	4%
Asian - 86	9%
Hispanic - 77	8%
Hawaiian/Pacific Islander - 7	less than 1%
2 or more races - 64	7%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and
By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card.	1-Design and Deliver Instruction Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards.	-Ensure ongoing professional development in the area of best practice instructional strategies to aid in curricular adjustments when students fail to meet mastery. Specific strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students	Administrators, Regular Education Teachers, Special Education Teachers, Interventionists	-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions.	Title - $10,000
percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2020 as measured by the school	2-Design and Deliver Instruction Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students.	-Ensure that formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities.		-Formative and Summative assessments to track growth and progress of all students with disabilities group	
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2020 as measures by the school report card.	3- Design and Deliver Instruction Establish protocols for ensuring Tier 1 and Tier II instructional needs are met and next steps for improvement are identified.	-Partnership with Kentucky Autism Training Center (KATC) to inform and educate staff on effective strategies for specialized instruction in order to provide **equitable access to the curriculum for all students.**		-Regular (biweekly) meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model	
		in all grade levels to calibrate expectations between regular education and special education teachers and to provide high quality specially designed instruction.			