2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09232019_09:32

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Ryland Heights Elementary School
Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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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.

Michelle Cobb 9/23/2019

2019-20 Phase Two: The Needs Assessment for Schools_10042019_14:32

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

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Understanding Continuous Improvement: The Needs Assessment

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

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

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

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?

KPREP, MAP, Brigance, RTI & RTA Data, and Common Assessment data results are reviewed on a consistent basis. Data review takes place with the Admin Team during weekly admin meetings as well as during District Curriculum, Instruction and Assessment Meetings. The data is also shared with the entire faculty, grade specific teachers through PLC's, and with the SBDM council on a regular basis. In addition, specific student data is analyzed during weekly PLC grade level meetings and Special Education PLC's as well as MTSS meetings which occur every 4-6 weeks and include school admin team, primary and intermediate interventionists, school counselor, school psychologist and lead special education teacher.

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.

-- 67.6% of all students reached proficiency on the 2018-2019 Reading KPREP Assessment which was an increase from 61.5% in 2017-2018. This was above the district average of 63.2% and state average of 54.6%.-- 68.09% of 3rd Grade students fell in the proficient or distinguished range on the 2018-2019 Reading KPREP Assessment which was an increase of 10% from the 2017-2018 Reading KPREP Assessment. -- 58.9% of all students reached proficiency on the 2018-2019 Math KPREP Assessment which was below the district average of 60.2% but above the state average of 48.6%.--63.2% of all students reached proficiency in on the On Demand KPREP Assessment. This was above the district average of 59.8% and significantly above the state average of 46.6%.--64.2% of students met proficiency in Social Studies on the 2018-2019 KPREP Assessment which was below our district average of 67.8%, but above the state average of 53%.-- 37.5% of all students scored proficient or distinguished on the 2018-2019 Science KPREP which was below the district average of 40.2%, but above the state average of 31.7%-- 44.7% of the students at Ryland Heights Elementary are economically disadvantaged. -- Ryland Heights Elementary had an attendance rate of 95.8% for the 2018-2019 school year.

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.

--Only 31.7% of students reached proficiency on the 2018-2019 Science KPREP Assessment-- While 81.2% of non-economically disadvantaged students met proficiency in reading on the 2018-2019 KPREP Assessment, only 51.3% of economically disadvantaged students achieved proficiency on that assessment. --Similarly, while 71% of non-economically disadvantaged students met proficiency in math on the 2018-2019 KPREP Assessment, only 44.3% of economically disadvantaged students achieved proficiency on that assessment-- While 3rd grade math proficiency increased from 40% in 2016-2017, to 59.4% in 2017-2018, there was a decline to 54.25% math proficiency in 2018-2019 with regards to the 3rd Grade KPREP math assessment data. This continues to be an area of concern with 14.89% of 3rd grade students falling in the Novice range and 30.85% of 3rd Grade students falling in the apprentice range on the most recent, 2018-2019, Math KPREP Assessment.-- Students with disabilities continues to be an area of concern with only 23.1% of 3rd grade students reaching proficiency on the 2018-2019 KPREP Math Assessment, in contrast to 54.25% of all 3rd grade students. 5th Grade students with disabilities had 29.2% reach proficiency on the 2018-2019 KPREP Reading assessment which was 30.8% lower than the average proficiency of all 5th grade students which fell at 60%.

Trends

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

--While Science was not assessed in the 2016-2017 school year, Science remains an area of concern. While we increased science proficiency by 9.9% in the 2018-2019 KPREP Assessment, our score continued to fall at only 37.5% proficient which was an increase from the 2017-2018 proficiency score of 27.6%.-- There continues to be an upward trend in Reading proficiency on the KPREP Reading assessment. Overall reading proficiency fell at 60% in 2016-2017, increased to 61.51% in 2017-2018, and continued to increase with an overall reading proficiency of 67.6% in 2018-2019. However, there continues to be a gap with regards to non-economically disadvantaged students in comparison with economically disadvantaged students in this area. 81.2% of non-economically disadvantaged students met proficiency in reading while only 51.3% of economically disadvantaged students met proficiency in reading on the 2018-2019 KPREP Assessment. Data indicates that the percentage of non-economically disadvantaged students meeting proficiency in reading increased by 9.5% between 2017-2018 and 2018-2019, while reading proficiency of economically disadvantaged students stayed relatively stagnant with a increase of only 0.2%. -- Similarly, there has been an upward trend with overall proficiency in mathematics with 50.5% of all students reaching math proficiency in 2016-2017, increasing to 55.3% in 2017-2018 and increasing yet again in 2018-2019 with 58.9% proficiency. While math proficiency for non-economically disadvantaged students was at 71% on the 2018-2019 KPREP Assessment, which was an increase of 6.5% from 2017-2018, only 44.3% of economically disadvantaged students achieved proficiency on that assessment which was a decrease in proficiency of 1.7% for that population of students.

Potential Source of Problem

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

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

KCWP 2: Design and Deliver Instruction -- We will continue to work to refine instructional strategies including student engagement, formative assessment, and requiring a product from all students to strengthen the Tier 1 instruction. KCWP 4: Review, Analyze and Apply Data -- We will continue to review and revise our strategies to utilize data to determine areas of student strengths and growth areas as well as areas of instructional focus within content areas. KCWP 5: Design, Align and Deliver Support -- In addition, we will continue to focus on ensuring that all student needs are met through the utilization of our Multi Tiered System of Support which focuses on student needs. This is a systematic way to focus on student needs, determine supports needed and monitor student progress to determine needs.

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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%.

-- The percentage of fourth grade students who reached proficiency on the 2019 Reading KPREP Assessment was 78.12% which was an increase of 20.02% from the 3rd grade proficiency on the 2018 Reading KPREP Assessment for this same group of students. 80.65% of the 2018-2019, 4th grade students achieved growth in Reading on the KPREP Assessment. In addition, the percentage of 3rd grade students who scored novice on the 2017-2018 KPREP Reading Assessment decreased from 18.9% to 4.69% for this same group of students as fourth grade students participating in the 2018-2019 KPREP Reading Assessment. -- 60% of the 5th grade students assessed on the 2018-2019 KPREP Reading Assessment achieved proficiency which was an increase from 52% with regards to this same group of students as 4th grade students on the 2017-2018 KPREP Assessment.-- The percentage of students performing in the novice range for this group of students decreased from 22.4% as fourth grade students on the 2017-2018 Reading KPREP Assessment to 14.74% as fifth grade students on the 2018-2019 KPREP Reading Assessment. In addition, 83.7 percent of fifth grade students made growth in reading based upon KPREP Assessment scores. -- The percentage of students in 4th grade who reached proficiency on the 2018-2019 KPREP Math Assessment fell at 75% which was a 15.6% increase for this same group of students who had 59.4% proficiency as 3rd grade students on the 2017-2018 KPREP Assessment.-- Novice performance decreased from the 3rd grade percentage of 12.2% on the 2017-2018 KPREP Math assessment to 4.69% with this same group of students as fourth grade students participating in the 2018-2019 Math KPREP Assessment. In addition, 88.71% of fourth grade students made growth on the 2018-2019 KPREP Math Assessment.-- 52.63% of 5th Grade students reached proficiency on the 2018-2019 KPREP Math Assessment which was an increase from 43.8% for this same group of students as 4th grade students assessed on the 2017-2018 KPREP Assessment.--The percentage of 5th grade students performing in the novice range was 4.21% which was a decrease of 23.39% from the previous year where 27.6% of this same group of students performed at the novice level on the 4th grade KPREP Math Assessment.-- While there are some areas of concern with regards to the achievement of students with disabilities, one area of strength was that 69.2% of 3rd Grade students with disabilities achieved proficiency on the 2018-2019 KPREP Reading Assessment which exceeded the percentage of all 3rd grade students achieving proficiency which fell at 58.1%.

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Two: School Assurances_10102019_13:59

2019-20 Phase Two: School Assurances

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Status: Open

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Introduction

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

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Teacher Performance

1. The Every 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

Teacher Performance

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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_10102019_13:48

2019-20 Phase Two: School Safety Report

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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.

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.

While it was not reviewed following the end of the prior school year and before the beginning of the current year, it was reviewed in closed session with council on October 24, 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. It was reviewed on August 19, 2019 with all staff during opening day.

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, at Ryland Heights Elementary we conducted fire drills in accordance with regulations.

Attachment Summary

Attachment Name	Description	Associated Item(s)

eProve diagnostics

2019-20 Phase Three: Executive Summary for Schools_11132019_08:38

2019-20 Phase Three: Executive Summary for Schools

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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?

The Kenton County School District includes eleven elementary schools and has a population of over 14,500 students. Ryland Heights Elementary is one of the southernmost elementary schools in the district. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. With students from several different communities, we have a variety of barriers that our students and families face. Our building was built in 1960 and was renovated in 1994 to add a gym and a media center. It was again renovated in 2005 to add four technology smart classrooms.

School's Purpose

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

The mission of Ryland Heights Elementary School is to provide a strong foundation of academic, behavioral and social skills that will ensure students are prepared for a successful transition to middle school. We believe that all students can learn and grow daily, and we strive to have high expectations and provide rigorous learning opportunities for all students. We also believe that all students are unique and learn differently; therefore, we provide a variety of opportunities for needs based instruction and interventions to meet students where they are and help them learn and grow. In order to help students achieve their fullest potential, we believe that a partnership among parents & guardians, educators, students, and the community is key.

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.

Ryland's students showed significant growth on the 2018-2019 KPREP Reading and Math assessments. Ryland's Growth Scores ranked eighth in the state which was in the top 1%. While there is still room for growth to reach proficiency, 80.65% of 4th Grade students and 83.7% of 5th Grade students made growth on the 2018-2019 KPREP Reading Assessment. Similarly, 88.71% of 4th Grade students and 91.3% of 5th Grade students made growth on the 2018-2019 KPREP Math Assessment. On the 2018-2019 KPREP assessments, Ryland Heights Elementary scored above the state average in all areas. In addition, our 4th grade reading and math scores ranked in the top 5% of the state, Ryland's overall proficiency ranked in the top 20% of the state, and we achieved in the top 25% of the state for Separate Academic Indicator. While the combined reading and math KPREP proficiency for students with disabilities increased 14.4% from 23.1% in 2018 to 37.5% in 2019, there is still much room for improvement with regards to our students with disabilities. We will continue to focus on meeting the needs of our students with disabilities as well as our economically disadvantaged students.

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.

At Ryland Heights Elementary School, we know that the key to student success is holding high expectations for all students and providing them with a rigorous and engaging learning opportunity each and every day. Creating a love for learning within students and pushing them to reach their fullest potential will enable us to prepare students for the transition to middle school and all opportunities that come their way throughout their educational career and beyond.

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11132019_08:38

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Ryland Heights Elementary School
Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 12/02/2019
Status: Open

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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

Attachment Summary

Attachment Name	Description	Associated Item(s)
▤ Goal Builder	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.*).

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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.

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.*).

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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*	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
	Sigma, Shipley, Baldridge, etc.).				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the combined reading and math KPREP proficiency scores from 63.25% in 2019 to 77.7% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined reading and math proficiency scores from 63.25% in 2019 to 66.86% in 2020 as measured by KPREP	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Students Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to	Weekly PLC's to review student achievement data, Multi Tiered System of Support meetings that focus on students which need additional supports, Monthly classroom walks to determine instructional needs.	N/A

Goal 1 (State your proficiency goal.): Increase the combined reading and math KPREP proficiency scores from 63.25% in 2019 to 77.7% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			determine student progress		
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of District Data Dashboard, MAP Data, Common Assessment and Friday Assessment Data, RI assessment results, iRead in grades K-2 to determine student growth	Weekly PLC's to review student achievement data, Muti Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A

Goal 1 (State your proficiency goal.): Increase the combined reading and math KPREP proficiency scores from 63.25% in 2019 to 77.7% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative assessments and weekly assessments	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A
	KCWP 6: Establishing Learning Culture and Environment	• Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency for separate academic indicator from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 To increase the science KPREP proficiency from 37.5% in 2019 to 47.6% in 2020.	KCWP 1: Design and Deploy Standards KCWP 6: Establishing Learning Culture and Environment	• 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.	Implementation of the LAUNCH program, ongoing discussion and refinement of science alignment with collaboration between grade level teachers and LAUNCH teacher to ensure coverage and reinforcement of science standards	Classroom walks, Student progress on teacher created assessments	N/A
		• Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school	• Participation in District Science Cohort to strengthen understanding of science standards and best practices for instruction.	Professional Development Offerings, Review of student progress using science data during PLC's	N/A

Goal 2 (State your separate academic indicator goal.): Increase proficiency for separate academic indicator from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	• Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and weekly review of teacher lesson plans	N/A
		• Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

Goal 2 (State your separate academic indicator goal.): Increase proficiency for separate academic indicator from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2 To increase the social studies KPREP proficiency from 64.2% in 2019 to 67.7% in 2020.	KCWP 1: Design and Deploy Standards	• Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Weekly PLC discussions regarding student progress on science assessments. Discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness	N/A
		• Ensure that all users of assessment data use information to benefit student learning.	Discussion of plan to address areas of weakness as seen on weekly assessments.	PLC's following social studies assessments	N/A

Goal 2 (State your separate academic indicator goal.): Increase proficiency for separate academic indicator from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	• Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and teacher lesson plans	N/A
		• Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

Goal 2 (State your separate academic indicator goal.): Increase proficiency for separate academic indicator from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 To increase the On Demand Writing KPREP proficiency from 63.2% in 2019 to 66.7% in 2020.	KCWP 1: Design and Deploy Standards	• 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	Vertical alignment of the writing plan across all grade levels with consistent implementation	Monthly Writing Committee discussion, evidence in teacher lesson plans	N/A
	KCWP 2: Design and Deliver Instruction	• Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and teacher lesson plans	N/A
		• Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

Goal 3 (State your achievement gap goal.): Increase the combined reading and math KPREP proficiency scores for students with disabilities from 43% in 2019 to 61.55% in 2023 as measured by school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 To increase the combined reading and math KPREP proficiency for students with disabilities from 43% in 2019 to 47.7% in 2020	KCWP 2: Design and Deliver Instruction	• Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan for and implement active student engagement strategies.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessments, MAP Assessment, RI/PI data, and utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A N/A
	KCWP 3: Design and Deliver Assessment Literacy	• Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Assessment data indicating standards mastery for grades 3-5, MAP Data, IEP Progress Monitoring Data, Data analysis tools in grades K-2	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress	N/A

				monitoring data during weekly special education PLC's	
		• Use classroom assessments to inform teacher's instructional decisions.	Assessment data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
	KCWP 4: Review, Analyze and Apply Data	• Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A

		• Assure consideration and addressment of non-academic barriers to learning.	Increase in student achievement through effectively identifying and addressing individual needs and barriers.	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	N/A
	KCWP 6: Establishing Learning Culture and Environment	• Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Decrease in student misbehavior, increase in student academic performance	Clear expectations for students based on school wide PBIS expectations and monthly review of office referrals, individualized behavior plans for students with Tier 2 and Tier 3 behavior needs and regular review of data to determine student progress through MTSS meetings.	

4: Growth

Goal 4 (State your growth goal.): By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 69.54% in spring of 2019 to 72.9%; and for math from 66.53% in Spring 2019 to 68.3%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of all students showing growth in MAP for reading from 69.54% in spring 2019 to 70.74% in spring 2020, and growth in MAP for math from 66.53% in spring 2019 to 69.3% in spring 2020.	KCWP 1: Design and Deploy Standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	Progress monitoring, Classroom Assessment Data	MTSS Committee Meetings to review progress and adjustments needed for students with regards to interventions.	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, in-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments	

	Goal 4 (State your growth goal.): By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 69.54% in spring of 2019 to 72.9%; and for math from 66.53% in Spring 2019 to 68.3%.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessments	Weekly PLC's and MTSS Committee Meetings	

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11132019_08:39

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Ryland Heights Elementary School
Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 12/02/2019
Status: Open

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e:Prove diagnostics

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.

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.

Ryland Elementary staff work to ensure that all students are learning and growing at their highest potential regardless of race, ethnicity, disability and SES.

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

The main gap student groups for Ryland Heights Elementary are Economically Disadvantaged as well as Students with Disabilities. Our Economically Disadvantaged students had 51.1% reach reading proficiency on the 2018 KPREP Reading Assessment. That percentage stayed relatively consistent with 51.3% of Economically Disadvantaged students reaching reading proficiency on the 2019 KPREP Reading Assessment. 46% of Economically Disadvantaged students reached math proficiency on the 2018 KPREP Math Assessment and that number showed a slight decline with only 44.3% of Economically Disadvantaged students reaching math proficiency on the 2019 KPREP Math Assessment. Our Students with Disabilities continues to be a significant area of concern. The combined reading and math KPREP proficiency for students with disabilities increased 14.4%, from 23.1% in 2018 to 37.5% in 2019, but there is still much room for improvement with regards to our students with disabilities. We will continue to focus on meeting the needs of our students with disabilities.

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.

Students with Disabilities is one of the main student gap groups at Ryland Heights Elementary. While the combined reading and math KPREP proficiency for students with disabilities increased 14.4% from 23.1% in 2018 to 37.5% in 2019, there is still much room for improvement with regards to our students with disabilities. Only 23.1% of 3rd Grade students with disabilities scored proficient or distinguished on the 2019 KPREP Math Assessment in contrast to 54.25% of all 3rd grade students. Similarly, on 20.8% of 5th grade students with disabilities scored proficient or distinguished on the 2019 KPREP Social Studies assessment while 64.2% of all 5th grade students scored proficient or distinguished. We will continue to focus on meeting the needs of our students with disabilities.

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 Economically Disadvantaged students had 51.1% reach reading proficiency on the 2018 KPREP Reading Assessment. That percentage stayed relatively consistent with 51.3% of Economically Disadvantaged students reaching reading proficiency on the 2019 KPREP Reading Assessment. 46% of Economically Disadvantaged students reached math proficiency on the 2018 KPREP Math Assessment and that number showed a slight decline with only 44.3% of Economically Disadvantaged students reaching math proficiency on the 2019 KPREP Math Assessment.

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

We continue to implement professional development opportunities to increase teachers utilization of effective instructional strategies and strengthen Tier 1 instruction. In addition, we are refining the process to recognize individual student needs, determine student progress on interventions and define next steps through our Multi Tiered System of Support.

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.

Assessment data is reviewed with teachers regularly by school administration during weekly PLC's. There is an intentional process for weekly review of student progress on achieving IEP goals and objectives as well as mastering grade level standards for all students with disabilities during weekly grade level and special education PLC's. School achievement data regarding all students in comparison to gap group performance is shared regularly with the SBDM Council.

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.)

Professional development will include ongoing training on the Cycle of Quality Instruction and scaffolding instruction to ensure that all students are mastering the standards. Teachers will continue to receive training on effective engagement strategies and how to create and implement tasks that have a high cognitive demand and require all students to produce a product. Training revolving around effective co-teaching will continue throughout the year, with selected teachers participating in the District Co-teaching Cohort. These teachers will return to the building as teacher leaders in this area and share out with teachers and school staff on the most effective co-teaching strategies.

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).

The closing the achievement gap goal is to increase the combined reading and math KPREP proficiency scores for students with disabilities from 43% in 2019 to 61.55% in 2023 as measured by school report card proficiency data. Objective 1 for this goal is to increase the combined reading and math KPREP proficiency for students with disabilities from 43% in 2019 to 47.7% in 2020.

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Group Identification	Achievement Gap Group Identification	.
Closing the Achievement Gap Summary	Closing the Achievement Gap Summary	.

Gap Group/Total number of students	Percentage of Total School Population
African American 5	1.01%
Asian/4	0.41%
Hispanic/17	3.45%
Native Hawaiian Pacific Islander/2	0.41%
Two or More Races/20	4.06%
English Learners/7	1.38%
Free or Reduced Price Meals/215	42.65%
Students with Disabilities/86	17.06%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the combined reading and math KPREP proficiency scores for students with disabiliites from 43% In 2019 to 61.55% In 2023 as measured by school report card proficiency data	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	School Level Administration, Teacher Leaders	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessment, MAP assessments, RI/PI assessment data, and utilization of Multi Tiered System of Support Data Meetings that focus on students needing addition supports	N/A
	KCWP 2: Design and Deliver Instruction	Plan for an implement active student engagement strategies	School Level Administration	Monthly classroom learning walks and scheduled formal observations focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard	School Level Administration, Lead Special Edcuation Teacher, Classroom Teachers and Interventionists	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabiliites and weekly review of IEP progress monitoring data.	N/A

KCWP 4: Review, Analyze and Apply Data	Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Assistant Principal and FRC Coordinator	Weekly meeting with district RBTL Coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
KCWP 4: Review, Analyze and Apply Data	Assure consideration and addressment of non-academic barriers to learning	School Admin Team	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	N/A
KCWP 6: Establishing Learning Culture and Environment	Encourage Student opportunity in self-monitoring behavior, including progress monitoring of goals	School Admin Team & PBIS Committee	Clear expectations for students based upon school wide PBIS expectations and monthly review of office referrals, individualized behavior plans for students with Tier 2 and Tier 3 behavior needs and regular review of data to determine	N/A

student progress through MTSS team meetings.

19.20 TM Phase One: Continuous Improvement Diagnostic for Schools_09102019_11:40

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

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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.

Melody Stacy 9.10.19

19.20 TM Phase Two: The Needs Assessment for Schools_10202019_18:37

2019-20 Phase Two: The Needs Assessment for Schools

Taylor Mill Elementary School
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5907 Taylor Mill Rd
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United States of America

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

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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

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 Taylor Mill Elementary, our SBDM Council, Teacher Leader team, and entire staff is involved in reviewing, analyzing and applying data results. We analyze initial results, then dig deeper with disaggregated data and decide on strategies and next steps depending on the data.

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.

-78.0 Proficiency Indicator on 2018-19 KPREP-56.7% of all students P/D on 18-19 Reading KPREP-30.5% of students with disabilities P/D on 18-19 Reading KPREP-61.5% of all students P/D on 18-19 Math KPREP-26.1% of students with disabilities P/D on 18-19 Math KPREP

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.

According to 2018-19 KPREP, while we are above the state average (70.4) for Proficiency Indicator, at 78, we are still below the district average of 80.5. While we did not have a GAP reduction in star scores, the overall Non-Duplicated Gap Group continues to be a focus for us with priority areas in F/R Lunch and Disability.

Trends

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

We continue to focus on overall achievement while our Gap scores (both novice reduction and non-duplicated gap) remain a focus. Our highest populations and highest priorities still tend to be our F/R and disability groups.

Potential Source of Problem

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

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

We continue work we began over the last three years, including work in our PLCs, faculty meetings, team planning days, and work with the our curriculum consultant team to review, refine, and provide necessary supports. The areas we will focus on include core instruction - ensuring effective use of learning targets, student engagement, formative assessment, and quality, rigorous student product. Last year, we will also implemented a school-wide common formative assessment system to include processes that use evidence-based teacher reflections and individual student follow-up on grade-level content. This work includes refinement this year to ensure high quality assessments and identification of student needs. We continue our work on our school-wide RTI system to systematically analyze data to inform research-based interventions are in place for every single student who is below grade level in reading or math. We will also continue our focus on our culture which includes high expectations where positive relationships are valued.

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%.

In KPREP Achievement, we had overall increases in almost every area and grade level.5th grade math P/D% increased from 2018 (66.0) to 2019 (78.8)3rd grade math P/D% increased from 2018 (45.9) to 2019 (49.5)5th grade reading P/D% increased from 2018 (60.6) to 2019 (65.5)4th grade reading P/D% increased from 2018 (52.7) to 2019 (53.8)3rd grade reading P/D% increased from 2018 (46) to 2019 (49.5)Overall GAP scoresMath: Students w Disabilities 2018 (25) to 2019 (26.1)Math: Students Economically Disadvantages 2018 (44.1) to 2019 (50.3)Reading: Students w Disabilities 2018 (25) to 2019 (30.5)Reading: Students Economically Disadvantages 2018 (42.7) to 2019 (48.9)

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Two: School Assurances

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
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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.

e Prove diagnostics

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)

19.20 TM Phase Two: School Safety Report_10232019_13:12

2019-20 Phase Two: School Safety Report

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
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2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes - 8.29.19

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 - 8.19.19

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)

19.20 TM Phase Three: Executive Summary for Schools_11222019_13:51

2019-20 Phase Three: Executive Summary for Schools

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
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United States of America

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2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Description of the School

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

Taylor Mill Elementary, a Title 1 school, is home to 620 students in the heart of Northern Kentucky. We provide instruction to preschool through fifth grade. Our school vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." Our staff is excited to recognize one Nationally Board Certified Teacher, and 100% of our teaching staff qualifies as "Highly Qualified." Additionally, we have fifteen Google certified teachers. Students receive a rigorous core curriculum throughout the day that is tied to the Kentucky Core Academic Standards. This rigorous core instruction is supported by research-based interventions including Read 180, System 44, iRead, Read to Achieve, enVision Math, ST Math and Compass Learning. Core math, ELA, science, and social studies is combined with art, music/drama, library, innovations, and PE to make up our daily schedule. All students in grade K-5 are assessed using Measures of Academic Progress (MAP.) Positive behavior programs and PBIS procedures encourage our students to be safe, be responsible, and be respectful. As an Energy Bus School, our students focus on seven principles that focus on character education and build positive leadership skills.

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 vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." The faculty and staff at Taylor Mill are focused on living out our shared vision along with our school wide instructional priorities. There is a focus on developing teachers as leaders both within Taylor Mill, in our community and among the educational community abroad. Our commitment to meeting our learners' academic, social, and emotional needs and ensuring that all of our students succeed is at our core.

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.

At Taylor Mill, we are celebrating our successes while looking to the future with a goal of being a five-star school. Over the past three years, Taylor Mill has had a plethora of experiences offered to our students. Our Academic Team is competitive in the District Governor's Cup and Quick Recall. We also have had a number of individual winners at the local and state levels of the Kenton County Spelling Bee, National Geographic Bee, PTA Reflections Contest, Governors Cup, and Presidential Awards for Academic Excellence. At Taylor Mill, students have the opportunity to participate in the following programs: Governor's Cup/Academic Team competitions, Literacy Night, Student Council, Intramural Sports, Boy/Girl Scouts, Fourth and Fifth Grade Chorus, Elementary Basketball League, Bowling, Volleyball, Energy-Wise Team, After-School Art, Honor Choir, Girls on the Run, and Student Technology Leadership Program. Student recognition includes Tiger of the Week, Reading Counts, School Wide Spelling Bee, Fifth Grade Recognition, Birthday Recognition, Perfect Attendance, and KPREP Testing Recognition. One day each month

our students participate in club day. Each teacher coordinates a club around one of their interests such as yoga, BreakOut.Edu, #TMRocks, guitar and many more. Staff share their passions through the clubs they lead and students choose their club via a Google form. Our students have shown in incredible amount of growth both on KPREP and on the MAP assessments. As a school, we were ranked in the top 2% of schools statewide for KPREP growth, ranking 15th among 724 schools. We continue to grow in achievement in every academic area. Areas we want to continue improvement include: reading, writing, social studies, novice reduction in reading, proficiency for students with disabilities as well as continued work on rigorous tier I instruction to all students. Our daily schedule includes core instructional time along with WIN, What I Need, time where students receive remedial or accelerated instruction in math and reading depending on what each student needs. Our instructional focuses this year include student product analysis with a continued increase in the rigor of meaningful tasks and the refinement of a common formative assessment system.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

19.20 TM Phase Three: Comprehensive Improvement Plan for Schools_11222019_14:11

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
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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

Attachment Summary

Attachment Name	Description	Associated Item(s)
19.20 TM 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*	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.

	Sigma, Shipley, Baldridge, etc.).				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 59.1% in 2019 to 77.2% in 2023 as measured by KPREP scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 59.1% in 2019 to 63.5% in 2020 as measured by KPREP scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Weekly, ongoing, job-embedded PD Admin, Teachers	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		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.	Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
	• KCWP 5: Design, Align and Deliver Support	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Schoolwide data dashboard, Schoolwide RTI process	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Admin, Curriculum Consultant, Teachers	$0
		Incorporate professional knowledge of best practice and	Professional development based on researched best	Weekly, ongoing, job-embedded PD	$0

		high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	practices, weekly staff insider, walkthroughs w aligned feedback	Admin, Curriculum Consultant, Teachers	
		Refine a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Weekly PLCs - Ongoing, job-embedded PD Professional Development for PLC process Admin, Curriculum Consultant, Teachers	$6500 SBDM
	• KCWP3: Design and Deliver Assessment Literacy Classroom Activities	Refine formative and summative assessments that are aligned to the standards. Refine a progress monitoring system to monitor standards mastery for each student.	Schoolwide data dashboard, Schoolwide RTI process, School-wide Common Formative Assessment reflection process	Job-embedded professional development for PLCs and vertical teams for assessment development and student tasks, revision and implementation planning	$0

Goal 2 (State your separate academic indicator goal.): We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 47.1% in 2019 to 70.2% in 2023 as measured by KPREP Assessment Data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 47.1% in 2019 to 52.4% in 2020 as measured by KPREP Assessment Data.	• KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Teachers	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		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.	Analysis of student work during weekly PLCs along with development and revision of school-wide vertical alignment (writing program.)	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
	• KCWP 3: Design, Align and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Weekly, ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0

Goal 3 (State your achievement gap goal.): We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 62.5% in 2024 as measured by KPREP scores.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 35.5% in 2020 as measured by KPREP scores.	• KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	Weekly, ongoing, job-embedded PD Admin, Teachers	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection with collaboration between general education and special education teachers.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
	• KCWP 3: Design, Align and Deliver Support	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.	Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Schoolwide data dashboard, Schoolwide RTI process	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Admin, Curriculum Consultant, Teachers	$0
			Standard alignment,	Weekly PLCs - Ongoing, job-embedded	$0

		Refine a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Analysis of student work, and data analysis process implementation during PLCs.	PD Admin, Curriculum Consultant, Teachers	
	• KCWP3: Design and Deliver Assessment Literacy Classroom Activities	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	Weekly, ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		Refine formative and summative assessments that are aligned to the standards. Monitor a progress monitoring system to monitor standards mastery for each student.	Schoolwide data dashboard, Schoolwide RTI process, School-wide Common Formative Assessment reflection process. Specific reflection focused on needs of students with disabilities.	Release days for vertical teams for assessment development, revision and implementation planning	$0 SBDM
Objective 2	KCWP 6: Establishing Learning Culture and Environment	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. Enable students to develop leadership roles within the classroom and school. Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc Ensure school and student safety	Energy Bus School Student Support Team SEL Curriculum & Instruction Professional development in trauma-informed care Behavior/SEL data Student participation & survey – club days	Daily, ongoing SEL instruction that reduces physical and mental health barriers to learning and leadership development Biweekly SST meetings Admin, FRYSC, District Support Staff, Curriculum Consultant, Teachers School Counselor, Social Worker	$500 SBDM

	Incorporate monthly club days along with additional extracurricular activities		

4: Growth

Goal 4 (State your growth goal.): We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 77.7% in 2019 to 85% in 2024 as measured by school MAP assessment data.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 77.7% in 2019 to 79.2% in 2020 as measured by school MAP assessment data.	• KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Teachers	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$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.	Student work analysis process through PLCs with emphasis on increasing rigor.	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
	• KCWP 5: Design, Align and Deliver Support	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.	Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	$0
		Develop and deploy a PLC protocol with an effective cyclical	Standard alignment, Analysis of student	Ongoing, job-embedded PD	$0

		process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	work, and data analysis process implementation during PLCs.	Admin, Curriculum Consultant, Teachers	

19.20 TM Phase Three: Closing the Achievement Gap Diagnostic _11222019_15:20

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/12/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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

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

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

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

N/A

II. Achievement Gap Analysis

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

We continue to cultivate a culture of high expectations for ALL students while ensuring that we have the correct supports in place in order to meet the individual needs of each student.

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

From 2018-19, the number of reading novice decreased for students with disabilities (41.7 in 2018 to 37 in 2019) and the % P/D increased (25 in 2018 to 29.5 in 2017). The number of reading novice increased for students with free/reduced lunch (21.7 in 2018 to 24.1 in 2019) and the % P/D increased (42.7 in 2018 to 48.9 in 2019). From 2018-19, the number of math novice decreased for students with disabilities (44.4 in 2018 to 32.6 in 2019) and the % P/D increased (25 in 2018 to 27.1 in 2019). The number of math novice decreased for students with free/reduced lunch (21.1 in 2018 to 13.1 in 2019) and the % P/D increased (44.1 in 2018 to 50.3 in 2019).

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.

Overall, we have shown improvements in the areas of reading math proficiency for students with disabilities and students with free and reduced lunch. From 2018-19, the number of reading novice decreased for students with disabilities (41.7 in 2018 to 37 in 2019) and the % P/D increased (25 in 2018 to 29.5 in 2019). The number of reading novice increased for students with free/reduced lunch (21.7 in 2018 to 24.1 in 2019) and the % P/D increased (42.7 in 2018 to 48.9 in 2019). From 2018-19, the number of math novice decreased for students with disabilities (44.4 in 2018 to 32.6 in 2019) and the % P/D increased (25 in 2018 to 27.1 in 2019). The number of math novice decreased for students with free/reduced lunch (21.1 in 2018 to 13.1 in 2019) and the % P/D increased (44.1 in 2018 to 50.3 in 2019).

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

While we have shown improvements in reading and math proficiency for students with disabilities, we still have a significant gap when comparing this subgroup to the proficiency levels in our overall population. Additionally, we are still below the state average in these areas for this particular subgroup. The reading % P/D for students with disabilities (25 in 2018 to 29.5 in 2019) compared to reading % P/D for all students (53.2 in 2018 to 56.7 in 2019.) The math % P/D for students with disabilities (25 in 2018 to 27.1 in 2019) compared to math % P/D for all students (55.6 in 2018 to 61.5 in 2019.)

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

In our professional development plan, we continue to address research-based high-yield instructional best practices for core instruction to ensure that all students have access to rigorous, grade-level instruction. This includes intentional professional development that includes weekly,

job-embedded structures (PLCs, faculty PD sessions, walkthrough feedback). We also continue to address assessment and data literacy for teachers to support our school-wide RTI model. Specifically, we are designing, implementing, and analyzing bi-weekly common formative assessments to improve our assessment system.PD was approved May 2019

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.

We have a continuous improvement model that includes all stakeholders and PLCs, SBDM, committees. The administrative team (principal, assistant principal, counselor), FRYSC, district support staff, SBDM, teacher leader teams, task groups.

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.)

We use both professional development outside of the normal school day along with job-embedded professional development to build and support a culture of cont

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).

We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 62.5% in 2024 as measured by KPREP scores.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
19.20 TM Achievement Gap Group Identification		•
19.20 TM CSIP Measurable Gap Goal		•

Gap Group/Total number of students	Percentage of Total School Population
African American/17	2.89%
American Indian or Alaska Native/1	0.17%
Asian/2	0.34%
Hispanic/27	4.59%
Two or More Races/40	6.80%
English Learners/13	2.21%
Free or Reduced Price Meals/246	41.84%
Students with Disabilities/115	19.56%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 62.5% in 2024 as measured by KPREP scores. (Objective: We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 35.5% in 2020 as measured by KPREP scores.)	V	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Admin, Teachers	Weekly, ongoing, job-embedded PD Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Admin, Curriculum Consult	Weekly PLCs - Ongoing, job-embedded PD Focus on PLC structure w reflection with collaboration between general education and special education teachers.	0
		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.	Admin, Curriculum Consultant, Teachers	Weekly PLCs - Ongoing, job-embedded PD Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	0

		Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Admin, Curriculum Consultant, Teachers	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Schoolwide data dashboard, Schoolwide RTI process	0
	KCWP 5: Design, Align and Deliver Support	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	Admin, Curriculum Consultant, Teachers	Weekly PLCs - Ongoing, job-embedded PD Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	0
		● TSI Strategy: Implementation of R180 program Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Admin, Curriculum Consultant, Teachers	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Schoolwide data R180 progress monitoring and MAP benchmark datadashboard, Schoolwide RTI process	0

	KCWP3: Design and Deliver Assessment Literacy Classroom Activi	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Admin, Curriculum Consultant, Teachers	Weekly, ongoing, job-embedded PD Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	0
		Create formative and summative assessments that are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student.	Admin, Curriculum Consultant, Teachers	Release days for vertical teams for assessment development, revision and implementation planning Schoolwide data dashboard, Schoolwide RTI process, School-wide Common Formative Assessment reflection process. Specific reflection focused on needs of students with disabilities.	$3500 SBDM
	KCWP 6: Establishing Learning Culture and Environment	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Admin, FRYSC, District Su	Daily, ongoing character ed program that reduces physical and mental health barriers to learning and leadership development	$3500 PTA funded
		Enable students to develop leadership roles within the classroom.	Admin, FRYSC, District Support Staff, Curriculum Cons		$0
		Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc	Admin, FRYSC, District Su	Biweekly SST meetings	$0

2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09242019_12:08

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 09/24/2019
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.

Tony Procaccino 9/24/2019

2019-20 Phase Two: The Needs Assessment for Schools_10092019_13:09

2019-20 Phase Two: The Needs Assessment for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/29/2019
Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

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Protocol

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

The process started as a data review during 3rd - 5th grades' professional learning community's meetings on October 2nd, 2019. Each grade level came and signed the non-disclosure form and we looked at overall grade level scores; not the individual student scores. This opened up conversation on instructional next steps and helped with prioritizing instructional needs. We started with Proficiency Indicator, then to the Separate Academic Indicator, followed up by the Growth Indicator. On, October 8th, 2019, our leadership team met and sifted through the KPREP data to identify needs. We looked at the present year data as well as some longitudinal trends. We were able to identify areas in need and brainstorm some key practices and approaches that can be applied to move these growth areas toward collective efficacy/high student achievement. On October 9th, 2019, during a staff meeting, each grade level was given the KPREP data as well as their MAP data and completed a task where they were to use a specific data source and find successes, areas of concern, instructional strategies to target deficiencies and non-instructional strategies to target deficiencies. These ideas were all compiled on a Google sheet and the information was shared with all individual stakeholders in the building. The SBDM will be informed of the KPREP results and next steps on the October 30th, 2019 meeting date. On a more consistent basis, during PLC's we look at weekly assessment data and analyze the overall grade level deficiencies along with individual student's who have not mastered the standard of the assessment. After the PLC"s, teacher will adjust instruction to meet the overall areas of concern. We conduct school-wide Response to Interventions meetings every 6-8 weeks, in order to ensure students are appropriately receiving services and supports.

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.

Overall we are pleased with our proficiency rate. Our proficiency indicator rate was at 90.9, which was in the 39% in the state. Our 3rd - 5th grade reading scores were 72.8% proficient and distinguished and 3rd-5th grade math scores were 71.1% proficient and distinguished. Some of the areas we need to grow in are the separate academic indicator and growth indicator. In the area of on-demand writing, we saw a decrease in proficient and distinguished by 8%. We have addressed this concern, with intentional instruction, district coach support and more checks of student work samples. In the area of science, we scored 33.3% proficient and distinguished. We are addressing these concerns with district coach support, in district peer observations, multiple science resources and assessment data analysis. When it comes to growth indicator, we are focusing on our 4th grade. In reading we had 57.73% make growth and in math we had 50.52% make growth. These students are now in 5th grade and we are tracking these individual students and using their data to make instructional and intervention decisions. In 4th grade, we are using flexible grouping to individualize student learning.

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.

In grades 3rd - 5th, the average number of P/D in reading for students with IEP's was 21.2% lower.In grades 3rd - 5th, the average number of P/D in math for students with IEP's was 21.93% lower.

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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?

Reading Trend: 2016 -2017 school year 3rd grade reading was 76.35% P/D, 2017-2018 school year 4th grade reading was 62.4% P/D, 2018-2019 school year 5th grade reading was 71.43% P/D. Math Trend: 2016-2017 school year 3rd grade math was 74.19% P/D, 2017-2018 school year 4th grade math was 60.21% P/D, 2018-2019 school year 5th grade math was 63.27% P/D.Overall trend is that we're seeing a dip in 4th grade proficient and distinguished students.

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

Writing: consultant support/collaboration, bootcamp, new teachers with writing strength, yearlong plan drafted at beginning of the year, On-Demand included in Friday assessment schedule, more intentional writing impeded in content areas, whole grade scoring calibration, live scoring practice4th grade Growth: flexible grouping with monitoring data more frequently, increase rigor and admin. feedback on math and reading Friday assessments, wrong answer analysis follow through Effective co-teaching between special edu. Teacher and collab teacher, wrong answer analysis followed by reteaching for weekly assessments and Friday assessments.KCWP2: Design and Deliver InstructionKCWP 4: Review, Analyze and Apply Data

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%.

Proficiency Indicator was 90.93rd Grade Reading - 83.7% P/D3rd Grade Math - 89.8% P/D5th Grade Reading - 71.4% P/D

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2019-20 Phase Two: School Assurances_10242019_10:53

2019-20 Phase Two: School Assurances

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/28/2019
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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

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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)

e Prove diagnostics

2019-20 Phase Two: School Safety Report_10242019_11:01

2019-20 Phase Two: School Safety Report

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/24/2019
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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes - May 8, 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 current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

e·Prove diagnostics

2019-20 Phase Three: Executive Summary for Schools_11182019_11:25

2019-20 Phase Three: Executive Summary for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Description of the School

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

White's Tower Elementary is a Preschool - 5 school with a population of 645. We are one of 11 elementary schools in the Kenton County School District. White's Tower is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. We are proud to provide a family atmosphere to our students, staff and our students' families. We are fortunate in the fact that we have a school-wide Title I program. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. To help engage students in meaningful activities outside of the classroom, we offer many extra-curricular activities such as chorus, intramural opportunities, basketball, Girls On The Run, academic team, E-Wise, Art Club, Chorus, future problem solving, archery and several girl scouts and boy scouts groups. The past four summers The United Way offered White's Tower the opportunity to participate in a pilot program for incoming kindergarten students called Me and My School. We partnered with the Kenton County Public Library to provide six weeks of kindergarten readiness activities focused on literacy and numeracy as well as providing opportunities to share effective strategies with parents of our incoming kindergartens. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child.

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 school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." We want each and every child to perform at their highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming college and career ready. Teachers consistently monitor student progress and instructional needs and use data based decision making to ensure that all students are mastering the curriculum. As a school, we utilize Positive Behavior Intervention and Supports to reinforce students' positive behavior choices as well as Monday Manners" to introduce and reinforce respectful behavior. We also provide students with social emotion learning instruction by using "Choose Love" curriculum. Working to increase students' self-confidence and meet the needs of the whole child, we provide many meaningful activities for students outside of the school day. Students have the opportunities to participate in archery, basketball, intramural opportunities, chorus, art club, GOTR, academic team, and future problem solving.

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.

3rd - 5th Grades Top 5% in the state in overall Proficiency: 90.9 Proficiency Indicator. 72% Proficient & Distinguished Combined in overall Proficiency. 72.0 Separate Academic Indicator (High). Improvement area would be Growth Ranking, 46.4 Growth Indicator (Very Low)

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.

NA

Additional Information

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

White's Tower believes that parents are an integral part of the education process and we strive to include them in their child's education.In cooperation with the Family Resource Center we plan family nights to provide information to parents about ways they can help their child at home in the areas of reading and math. We recognize outstanding achievements of students and invite parents to attend the assemblies where students are recognized for A honor roll, A/B honor roll, perfect attendance, and Bearcat Achievement (for grades K-3.) We also recognize all students who receive a proficient or distinguished on the KPREP test, providing them with medals for their accomplishment.

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11182019_11:24

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
19-20 CSIP		·

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: Increase percentage of combined reading and math for all students from 70.0% in 2019 to 86.2% in 2023 as measured by school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase combined reading and math KPREP proficiency score from 72% in 2019 to 75.5% by 10/31/20 as measured by school report card.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, PLC's & Professional Development	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month.	Mastery Connect $3,500 $2,00 Substitute teachers to cover RtI Meetings
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings to discuss mental health barriers	October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, February, & April. MTSS Pyramid progress monitoring	

Goal 1: Increase percentage of combined reading and math for all students from 70.0% in 2019 to 86.2% in 2023 as measured by school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that standardized assessment results are used appropriately to propel student achievement. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Create formative and summative assessments that are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings to discuss mental health barriers	October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, February, & April. MTSS Pyramid progress monitoring	
Objective 2					

Goal 2: Increase percentage of science for all students from 38.8% P/D in 2019 to 71.5% in 2023 and On-Demand Writing from 50% P/D in 2019 to 79% in 2023 as measured by school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase overall science P/D from 38.8% in 2019 to 46.9% in 2020.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. 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.	Student Progress Monitoring data, Friday assessments PLTW Science Cohort	Weekly PLC meetings. PPR walk through feedback. Mastery Connect data analysis	
	KCWP 4: Review, Analyze and Apply Data	Assess with formative and summative assessments that are aligned to the standards and learning targets. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Develop a progress monitoring system to monitor standards mastery for each student.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	
Objective 2: Collaborate to increase overall On-Demand	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Student Progress Monitoring data, Friday assessments	PLC Writing Reviews. School-wide On-Demand Writing Expectation checks	

Goal 2: Increase percentage of science for all students from 38.8% P/D in 2019 to 71.5% in 2023 and On-Demand Writing from 50% P/D in 2019 to 79% in 2023 as measured by school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Writing P/D from 50% in 2019 to 57.25% in 2020.		Ensure that vertical curriculum mapping is occurring to identify instructional gaps.			
	KCWP 2: Design and Deliver Instruction	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. Ensure congruency is present between standards, learning targets, and assessment measures. Plan for and implement active student engagement strategies.	Student Progress monitoring data, Friday assessments Instructional coach writing calibration meetings and writing boot-camps	PLC writing reviews and data analysis. Lesson plan reviews & PPR walk feedback.	

Goal 3: Increase percentage of combined reading and math for students with IEP's from 50.4% in 2019 to 75% in 2023 as measured by school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase percentage of combined reading and math for students with IEP's from 50.4% in 2019 to 56.55% in 2020.	KCWP 2: Design and Deliver Instruction	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. 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.	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings with FRC to discuss after school involvement and mental health barriers PBIS Meetings to review safety and discipline	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month. October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, February, & April.	
	KCWP 4: Review, Analyze and Apply Data	Develop a progress monitoring system to monitor standards mastery for each student. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	

Goal 3: Increase percentage of combined reading and math for students with IEP's from 50.4% in 2019 to 75% in 2023 as measured by school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	• KCWP 5: Design, Align and Deliver Support	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Assure consideration and addressment of non-academic barriers to learning.	MTSS Pyramid, RtI Meetings Monthly MTSS meetings with FRC to discuss after school involvement and mental health barriers PBIS Meetings to review safety and discipline	MTSS student tracking, FRC reports	
Objective 2					

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 69.3% in 2019 to 82.5% by 2022; Math from 71.5% in 2019 to 81.5% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase MAP proficiency in reading from 69.3% in spring 2019 to 73% in spring 2020 and math from 71.5% in spring 2019 to 74.8% in spring 2020 as measured by MAP assessments.	• KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month. October, February, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December, & April.	
	• KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 69.3% in 2019 to 82.5% by 2022; Math from 71.5% in 2019 to 81.5% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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		☐
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11182019_11:25

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/11/2019
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.

Achievement Gap Spreadsheet is attached.

II. Achievement Gap Analysis

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

White's Tower Elementary's population is predominately Caucasian. There is less than 7% of a minority population. The school is a Title 1 school because of our free/reduced lunch population is over 50%. White's Tower Elementary celebrates all students. The culture of the building is student centered and focused on the success for all students. White's Tower Elementary has a large free and reduced and special education population and the focus is on all students achieving and we embrace the differences in all students.

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

Students who are recognized as Economically Disadvantaged are performing at a high level. Students economically disadvantaged, in 17-18, scored 63.2% P/D in reading and 61% P/D in math. In 18-29, students economically disadvantaged scored 62.8% P/D in reading and 62.8% P/D in math.

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.

3rd - 5th grade students who are recognized as economically disadvantaged are scoring 62.8% P/D in math. In math this was an increase of 1.8% (compared to 61% in math on 17-18 assessment).

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.

Students identified as disability-with IEP are in reading scored 53.3% P/D in 17-18 and 51% P/D in 18-19, showing a regression of 2.3%.

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

White's Tower Elementary is providing students with IEP's effective interventions in a timely manner to address specific deficiencies. An area we are improving in is the collaboration between special education teachers and regular education teachers. We are trying to find ways to increase the communication between the two so that we can be sure that the whole standard is being taught at a high level for all students. We are also focusing in on collaboration within the classroom with the special education teacher and the regular education, so that there is more co-teaching taking place.

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.

As a staff we dug into the assessment data and identified specific areas of concern. We identified the areas then brainstormed strategies to address them. As grade level lead teachers helped

design a school wide on-demand writing approach at each grade level. Grade level lead teachers also, came together to create a consistent short answer approach. The staff was then introduced to the strategies and continuum during PLC's. The SBDM committee was charged with approving these strategies. The SBDM committee also dug into the assessment data and identified areas of concern and discussed strategies to address the concerns.

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.)

Kenton County School District's Multi-Tiered System of Support Pyramid has been used to assist with both academic and behavioral areas in tier 1, tier 2 and tier 3 instruction. The MTSS pyramid provides the teachers will exemplar resources that can be used to improve their craft and take their instructional practices to the next level. With continual focus on delivering world-class instruction to all students; it will help to decrease achievement gaps. The MTSS pyramid is also utilized to identify research based intervention tools. These intervention tools provide the support needed to assist with targeted skills and achievement gaps. The Pd plan was approved by the Superintendent on May 2019 and ESS 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).

Collaborate to increase percentage of combined reading and math for students with IEP's from 41.4% in 2019 to 52.6% in 2020 and 75% by 2022.KCWP 2: Design and Deliver Instruction : Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. 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.

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.

Achievement Gap Attached

Attachment Summary
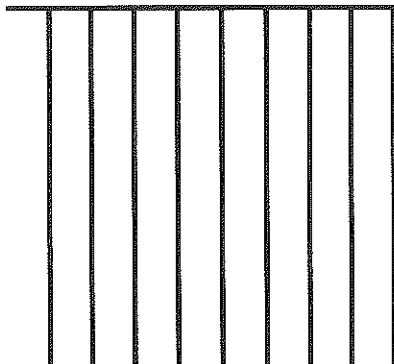
Attachment Name	Description	Associated Item(s)
19-20 Measurable Gap Goal		•
Achievement Gap 19-20		•

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
Objective 1: Collaborate to increase percentage of combined reading and math for students with IEP's from 41.4% in 2019 to 52.6% in 2020 and 75% by 2022.	Ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidencebased core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those	Administrators, Teachers, Interventionists, FRC	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month. October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December, & April.

Funding Mechanism and Amount
Title 1: $5,000

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced / 283	45%
Disabilites (IEP) / 114	18%
African American / 10	1.00%
Hispanic / 12	1.00%
Two or More / 24	3.00%
English Learner / 5	<1%