

2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09212020_12:52

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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. 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 2020-21 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
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Tina Wartman 9/21/2020



2020-21 Phase Two: The Needs Assessment for Schools_10152020_12:19

2020-21 Phase Two: The Needs Assessment for Schools

Ft Wright Elementary School
Tina Wartman
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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

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

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Sixty nine percent (69%) of students scored at or above the 50th percentile on MAP Reading (Winter 2020). Sixty four percent (64%) of students scored at or above the 50th percentile on MAP Math (Winter 2020). Thirty two percent (32%) of students with disabilities scored at or above the 50th percentile on MAP Reading (Winter 2020). Thirty six percent (36%) of students with disabilities scored at or above the 50th percentile on MAP Math (Winter 2020). Fifty nine percent (59%) of third grade students met the 583L goal from fall 2019 to winter 2020 in order to meet Transition Readiness. Survey results indicated 90% of the school's teachers receive quality feedback and coaching as well as quality professional growth and learning opportunities to improve student achievement.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

Twenty five percent (25%) of fourth grade students scored at or below the 28th percentile on MAP Reading (Winter 2020). Seventy eight percent (78%) of fourth grade GAP students scored at or below the 28th percentile on MAP Reading (Winter 2020). Twenty six percent (26%) of second grade students scored at or below the 28th percentile on MAP Reading (Winter 2020). Thirty six percent (36%) of fourth grade students scored at or below the 28th percentile on MAP Math (Winter 2020). Seventy eight percent (78%) of fourth grade GAP students scored at or below the 28th percentile on MAP Math (Winter 2020).

Trends

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

Trend data from the 2018-2019 and 2019-2020 school years indicate a five percent (5%) increase in the number of students that scored at or above the 50th percentile on MAP Reading along with a nine percent (9%) increase in the number of students that scored at or above the 50th percentile on MAP Math. Trend data from the 2018-2019 and 2019-2020 school years indicate an eight percent (8%) increase in the number of students with disabilities that scored at or above the 50th percentile on MAP Reading along with a seven percent (7%) increase in the number of students with disabilities that scored at or above the 50th percentile on MAP Math. While these increases are positive all students need to be proficient in both reading and math.

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

This year Fort Wright Elementary administrators and teachers will focus on KCWP 1-5: Design and Deploy Standards, Design and Deliver Instruction, Design and Deliver Assessment Literacy, Review, Analyze and Apply Data, as well as Design, Align and Deliver Support.

Strengths/Leverages

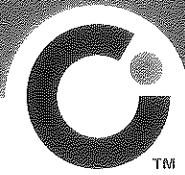
. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Eighty nine percent (89%) of kindergarten students scored at or above the 50th percentile on MAP Reading (Winter 2020) and MAP Math (Winter 2020). Sixty six percent (66%) of fifth grade students scored at or above the 50th percentile on MAP Reading (Winter 2020). Ninety six percent (96.43%) attendance rate at the end of the sixth month. Only fifteen (15) disciple referrals at the end of the sixth month due to PBIS, MTSS System, adult advocates, and positive relationships between teachers and students. From Fall 2019 to Winter 2020, an increase of twenty four percent (24%) of third graders met the 583L goal in order to meet Transition Readiness. Impact survey data indicates ninety four (94%) of teachers believe the overall social and learning climate of the school is a positive place to be. In addition, ninety two percent (92%) of teachers believe they are prepared to educate a diverse population of students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10152020_12:21

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

13. 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

COMMENTS

14. 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

COMMENTS

15. 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

COMMENTS

16. 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

COMMENTS

17. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. 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

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10152020_12:32

2020-21 Phase Two: School Safety Report

Ft Wright Elementary School
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2020-21 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, December 19, 2019

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

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

Yes, August 18, 2020

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

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

Yes

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools_12032020_12:20

2020-21 Phase Three: Professional Development Plan for Schools

Ft Wright Elementary School
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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Each student is important | Every student can be a successful learner | Effort creates ability | Self-esteem and personal dignity come from within an individual | Each student has a right to a quality education with rigorous learning opportunities | Each student has a responsibility to respect others' rights to a quality education | Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which students can learn and succeed | Recognition and acceptance of cultural, social, physical, and economic differences creates a healthy learning community | Learning is a life-long process | Students, educators, staff, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed at high levels | Proficiency for all students is within our reach. We believe in excellence for all students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

The school's top two priorities are to improve the percentage of students scoring proficient in reading and math.

3. How do the identified **top two priorities** of professional development relate to school goals?

School improvement goals focus on increasing proficiency in both reading in math. By 2024, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

By 2021, Fort Wright Elementary School will increase reading proficiency for all students from 56% in 2019 to 60.85% in 2021 as measured by the school report card proficiency data. By 2021, Fort Wright Elementary School will increase math proficiency from 47.1% in 2019 to 51.95% in 2021 as measured by the school report card proficiency data.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of these focus areas for professional development are to increase student engagement, best practices and instructional strategies to increase student achievement.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be Winter and Spring MAP data, K-PREP data, Weekly Assessment Data and Common Assessment Data that is tracked on the Fort Wright Elementary Data Dashboard.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development is building administration, teachers and paraprofessionals.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

District leaders, district consultants, building administration, teachers, instructional assistants and students are impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Technology and time

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Use of district consultants for monthly staff meetings and PLC meetings when needed.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

PLC discussions include weekly analysis of student data recorded in the school data dashboard. Monthly Learning Walks - administration conducts monthly learning walks and provide immediate feedback to teachers based on our district quality instruction indicators.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

By 2021, Fort Wright Elementary School will increase reading proficiency for all students from 56% in 2019 to 60.85% in 2021 as measured by the school report card proficiency data. By 2021, Fort Wright Elementary School will increase math

proficiency from 47.1% in 2019 to 51.95% in 2021 as measured by the school report card proficiency data.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers will create learning experiences that are engaging and rigorous for all students. Teachers will collectively understand how to decompose and understand the clarifications of each grade level standard. Student achievement will increase in all content areas especially the number of students at proficiency in reading and math. The percentage of students scoring novice in reading and math will decrease.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be teacher knowledge of the standard during PLC discussions along with increased scores in the percentage of students scoring proficient in math and reading during weekly assessments, common assessments, MAP, and K-PREP.

5d. Who is the targeted audience for the professional development?

The targeted audience for the professional development is building administration, teachers and paraprofessionals.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All district leaders, district consultants, building administration, teachers, instructional assistants and students are impacted as the expectation is for all stakeholders to work collectively to improve student achievement.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources needed to support the professional development is time, district consultants as well as teacher leaders, and various resource materials to review and analyze.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The ongoing supports will be provided for professional development during LEAD teacher meetings, weekly professional learning communities, committee meetings, and monthly CSIP meetings.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

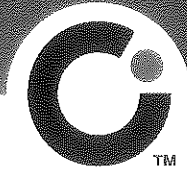
The professional development will be monitored during classroom walks, formal observations, weekly assessment data, common assessment data, MAP data, and K-PREP data. The administrative team will be responsible for giving intentional feedback during classroom walks and formal observations. All student assessment data will be discussed during various meetings throughout the school year. Teachers will be responsible to record all student data in the school dashboard for data analysis , discussions, and action planning.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan_12032020_12:09

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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

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.

. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.


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

N/A

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder-Fort Wright Elementary 2021	Goal Builder 2021	.

1: Proficiency Goal

Goal 1: By 2024, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <i>By 2021, Fort Wright Elementary School will increase reading proficiency for all students from 56% in 2019 to 60.85% in 2021 as measured by the school report card proficiency data.</i>	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
	KCWP 4: Review, Analyze and Apply Data	Use classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans/ PLC Data	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	\$0
	KCWP 5: 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. Assure consideration and assessment of non-academic barriers to learning-reduction of physical and mental health barriers to learning.	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0
			Weekly MTSS Meetings/ School Based Therapy/ FRYSC/ Counselor/ RBT	Weekly MTSS Agenda and Minutes/ Small groups with Counselor, RBT/ Interventionist, FRYSC/	\$0

Goal 1: By 2024, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By 2021, Fort Wright Elementary School will increase math proficiency from 47.1% in 2019 to 51.95% in 2021 as measured by the school report card proficiency data.			Interventionist/ Extra Curricular Opportunities	School Based Therapy/ Student Extra Curricular Survey	
	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
	KCWP 4: Review, Analyze and Apply Data	Use classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans/ PLC Data	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	\$0
	KCWP 5: 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.	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0
		Assure consideration and assessment of non-academic barriers to learning-	Weekly MTSS Meetings/ School	Weekly MTSS Agenda and Minutes/ Small groups with	\$0

Goal 1: By 2024, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 51.5% in 2019 to 75.75% in 2024 as measured by the School Report Card proficiency data.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		reduction of physical and mental health barriers to learning.	Based Therapy/ FRYSC/ Counselor/ RBTL Interventionist/ Extra Curricular Opportunities	Counselor, RBTL Interventionist, FRYSC/ School Based Therapy/ Student Extra Curricular Survey/ Discipline Data/ Attendance Data
				Funding

2: Separate Academic Indicator

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2021, Fort Wright Elementary School will increase the on-demand proficiency for all students from 46.3% in 2019 to 51.13% in 2021 as measured by the School Report Card proficiency data.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans/ Learner Targets/ Weekly Assessments	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly Assessment Data	\$0
	<p>KCWP 4: Review, Analyze and Apply Data</p>	Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans (Adjusted as needed)/ Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By 2021, Fort Wright Elementary School will increase the science proficiency for all students from 43.1% in 2019 to 52.93% in 2021 as measured by the School Report Card proficiency data.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans/ Learner Targets/ Weekly Assessments	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly Assessment Data	\$0
	<p>KCWP 4: Review, Analyze and Apply Data</p>	Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans (Adjusted as needed)/ Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a	CSIP Strategy Meetings/ Site Visits/ PDs/ Shadowing	Administrator Walks and Observations/ District Site Visits	\$0

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		unique match that will propel student achievement.			

3: Achievement Gap

Goal 3: By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 59.45% in 2024 as measured by the school report card gap data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data.	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.	Administrator Walks and Observations/ District Site Visits	Administration Spreadsheet/ Walk Communication Form	\$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Daily through Weekly Lesson Plans/ Learner Targets/ Weekly Assessments	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly Assessment Data Toward Proficiency/ EZ Med Data Toward IEP Goals	\$0
	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly MTSS Meetings/ Weekly PLCs	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly MTSS Meetings/ Weekly PLCs	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Data	\$0

Goal 3: By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 59.45% in 2024 as measured by the school report card gap data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0
		Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Weekly MTSS Meeting	MTSS Minutes	\$0
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity- student equity.	PBIS Implementation Safety Team Diversity & Inclusive Team	PBIS Committee Minutes/ Safety Team Meeting Minutes/ Diversity & Inclusive Team Meeting Minutes	\$0
	<p>KCWP 3: Design and Deliver</p>	Develop a tracking system for monitoring of student achievement progress by	Weekly Professional Learning	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0

Goal 3: By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 59.45% in 2024 as measured by the school report card gap data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Assessment Literacy	learning target and by standard.	Communities (PLC) (every Wednesday)		
		Use summative evidence to inform what comes next for individual students and groups of students.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week / Weekly Assessment Data Toward Proficiency/ EZ Med Data Toward IEP Goals	\$0

4: Growth

Goal 4: By 2024, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 62.47% in 2019 (Spring) to 81.24% in 2024 (Spring) measured by MAP data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 62.47% in 2019 (Spring) to 66.22% in 2021 (Spring) measured by MAP data.	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly MTSS Meeting/ Weekly Professional Learning Communities (PLC) (every Wednesday)	MTSS Meeting Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Data	\$0
		Use classroom assessment data to inform teacher's instructional decisions.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
	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.	Weekly MTSS Meetings/ School Based Therapy/ FRYSC/ Counselor/ RBT/ Interventionist/ Extra Curricular Opportunities/ Adult Advocates	Weekly MTSS Agenda and Minutes/ Small groups with Counselor, RBT/ Interventionist, FRYSC/ School Based Therapy/ Student Extra Curricular Survey/ PBIS/ Discipline Data/ Attendance Data	\$0

5: Impact

Goal 5: By 2024, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration if quality from 90% in 2020 to 99% in 2024 as measured by Impact Survey Data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration from 90% in 2020 to 92.5% in 2021 as measured the Impact Survey Data.	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Plan for and implement active student engagement strategies.	Monthly Classroom Walks Formal Observations/ Monthly Classroom Walks	Classroom Walk Spreadsheet/ Classroom Walk Feedback Forms/ Weekly Assessment Data/ MAP/ K-PREP Data Classroom Walk Spreadsheet/ Classroom Walk Feedback Forms/ Weekly Assessment Data/ MAP/ K-PREP Data	\$0 \$0



2020-21 Phase Three: Executive Summary for Schools_12032020_12:10

2020-21 Phase Three: Executive Summary for Schools

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

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2020-21 Phase Three: Executive Summary for Schools

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

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

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

Fort Wright staff, parents, and other stakeholders collaborated to develop a mission and philosophy for Fort Wright Elementary. Fort Wright's Mission Statement We believe: - Each student is important. - Every student can be a successful learner.

. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Fort Wright Elementary has celebrated many achievements. Recently, Ft. Wright Elementary celebrated eighty nine percent of kindergarten students scored at or above the 50th percentile on both MAP Reading and Math in Winter 2020. This can be attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple instructional strategies and personalizing instruction to meet the needs of every student. Additionally, FWE has been a model PBIS school achieving a perfect score of 100 in the Team Implementation Checklist (TIC) for three years in a row. Staff members, bus drivers/ monitors, parents, community members, and administration collaborate to implement these school

expectations and other Positive Behavioral strategies which has helped the students at FWE to learn skills and habits that will lead to success. Moving forward, FWE will focus to improve reading and math proficiency and growth for every student.

. **CSI/TSI Schools (including ATSI) 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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_12032020_12:17

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

. Complete the Achievement Gap Group spreadsheet and attach it.

The Achievement Gap Spreadsheet is attached.

II. Achievement Gap Analysis

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

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

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

Unfortunately, no achievement gaps has successfully closed yet.

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

In 2019, Fort Wright Elementary reduced the percentage of novice reading students with disabilities from 38% in 2018 to 27% in 2019.

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

The gap groups where the school has lacked progression or regressed is improving proficiency for students with disabilities in reading and math. In 2019, only 18.9% of students with disabilities scored proficient or distinguished on KPREP Reading and KPREP Math. 46% of students with disabilities scored novice on KPREP Math and 27% of students with disabilities scored novice on KPREP Reading (2019). In winter of 2020, twenty five percent (25%) of fourth grade students scored at or below the 28th percentile on MAP Reading (Winter 2020) which is above the district average. In addition thirty six percent (36%) of fourth grade students scored at or below the 28th percentile on MAP Math (Winter 2020) which is above the district average.

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

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

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

Fort Wright Elementary is determined to improve the achievement of all GAP students. Teachers give weekly assessments that cover the standards taught throughout the week. Once a week, teachers and administrators participate in a Professional Learning Community in which each GAP student is discussed. Teachers discuss the students that mastered the standard, nearly mastered, and need remediation. Teachers are analyzing assessments to ensure the assessment truly covers the standard in its entirety. Then, teachers make a weekly plan of action to reteach or accelerate content standards to personalize instruction for all students. This process for continuous improvement involves all teachers, school counselor, school psychologist, school based therapists, Family Resource Coordinator, administrators, district consultants, district Reducing Barriers To Learning (RBTL) Interventionist, SBDM Council, and other community members. Each month, the SBDM Council review attendance, behavior, and academic data to collaborate on strategies to implement in the classroom.

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

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

Each teacher participates in a minimum of 24 hours professional learning that is differentiated for teacher needs. Professional learning is determined by teacher survey input, classroom observations and walks, and on-going data analysis.

Teachers get the opportunity to plan their learning with an administrator to determine best professional development needed to improve student achievement. PD Plan was reviewed and approved in March 2020. Teachers participate in monthly CSIP Strategy meetings to improve on strategies to implement in all content areas. During this time, teachers are empowered to lead sessions based on content expertise and classroom success. This year, all staff members attended a six hour Diversity and Inclusion professional development.

III. Planning the Work

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

Goal 3: By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 59.45% in 2024 as measured by the school report card gap data. By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data. By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.



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

Step 2: Complete your findings and answers.

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

The Closing the Achievement Gap Summary spreadsheet is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FW Achievement Gap Group Identification 2021	2021 Gap Groups	.
 FW Achievement Gap Measurable Goals and Objectives 2021	Gap Goal with Objectives, strategies, and activities	.

Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged/ 234	50%
Students With Disabilities/85	18%
Two or More Races/ 43	19.00%
Hispanic or Latino/ 42	18.00%
Black/ 33	15.00%
Asian/ 4	0.98%
Hawaiian/ Pacific Islander/ 2	0.11%

Measurable Gap Goal-By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 59.45% in 2024 as measured by the school report card gap data.	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data.	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.	Administrators	Administration Spreadsheet/ Walk Communication Form	\$0
By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data.	KCWP 1: Design and Deploy Standards	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Teachers	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly Assessment Data Toward Proficiency/ EZ Med Data Toward IEP Goals	\$0

By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data.	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	MTSS Team/ Teachers	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data.	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	MTSS Team/ Teachers	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Data	\$0
By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.	KCWP 6: Establishing Learning Culture and Environment	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Teachers	Weekly Lesson Plans are submitted to administrators on Google Drive	\$0

By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	MTSS Team	MTSS Team Meeting Minutes	\$0
By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.	KCWP 6: Establishing Learning Culture and Environment	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity-student equity.	PBIS Implementation Safety Team Diversity & Inclusive Team	PBIS Committee Minutes/ Safety Team Meeting Minutes/ Diversity & Inclusive Team Meeting Minutes	\$0
By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Teachers/ Administrators	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0

By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.	KCWP 3: Design and Deliver Assessment Literacy	Use summative evidence to inform what comes next for individual students and groups of students.	Teachers	Weekly PLC Agenda and Minutes contain Action Plans for the following week / Weekly Assessment Data Toward Proficiency/ EZ Med Data Toward IEP Goals	\$0



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09172020_14:46

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

R C Hinsdale Elementary School
Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

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2020-21 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 2020-21 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
- Professional Development Plan for Schools

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.

Dr. Angela Castleman 9/17/2020



2020-21 Phase Two: The Needs Assessment for Schools_10072020_14:20

2020-21 Phase Two: The Needs Assessment for Schools

R C Hinsdale Elementary School
Angela Castleman
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Generated on 12/16/2020

R C Hinsdale Elementary School

2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our SBDM council, Team leaders represented by each grade level, Grade level teams (PLCs), and Special Area Teams, review and analyze data results through monthly meetings. Team Leaders meet monthly, and grade level teams (PLCs) meet weekly to review, analyze and apply data results. Meetings are documented with agendas and notes. The Administrative team comprised of the principal, assistant principal and guidance counselor meet weekly to review, analyze and apply data results. In addition, our Special Education Team meets bi-weekly to discuss student progress towards proficiency as well as IEP goals and review best practices for IEP compliance. Following each MAP assessment (fall, winter and spring) administrators meet with teacher to discuss results and determine next steps to help students reach proficiency.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In the fall of 2019-2020, 74.48% of students scored at or above the 50th percentile in reading on the MAP assessment as compared to 69% in fall of 2018-2019. In the winter of 2019-2020, 78.03% of students scored at or above the 50th percentile in reading on the MAP assessment as compared to 73.36 in winter of 2018-2019. In the fall of 2019-2020, 77.14% of students scored at or above the 50th percentile in math as compared to 69% in fall of 2018-2019. In the winter of 2019-2020, 78.43% of our students scored at or above the 50th percentile in math as compared to 72.82% in the winter of 2018-2019. Between August and February of 2019-2020, our average monthly attendance was 96.86 as compared to 96.67 from August to February 2018-2019. Impact Survey results indicated 71% of certified staff perceive the overall school social and learning climate as favorable, which is higher than the state and district averages. Also 79% of certified staff rated their perceptions of readiness to address issues of diversity, which was also higher than the state and district averages. Finally, 74% of certified staff rated Managing Student Behavior as favorable which was significantly higher than the state and district averages. In 2019, our long-term ACCESS goal for EL students was 14.3 and our actual score was 14.3 In 2020, our goal was 18.2 and we met our goal with an actual score of 61.5.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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 the fall of 2019-2020, 25.58% of students with disabilities scored at or above the 50th percentile in reading as compared to 74.48% of all students. In the winter of 2019-2020, 31.91% of students with disabilities scored at or above the 50th percentile in reading as compared to 78.03% of all students. In the fall of 2019-2020, 35.71% of students with disabilities scored at or above the 50th percentile in math as compared to 77.14% of all students. In the winter of 2019-2020, 38.64% of students with disabilities scored at or above the 50th percentile in math as compared to 78.43% of all students.

Trends

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

Although our MAP data indicates high levels of proficiency in math and reading for our students, the percentage of students showing growth is not as high. In 2018-2019, Winter Reading MAP results were 54.99% of all students showing growth as compared to 57.41% of students with disabilities showing growth. Winter Math MAP results in 2018-2019 were 49.43% of all students showing growth as compared to 61.11% of students with disabilities showing growth. In 2019-2020, Winter Reading MAP results were 57.45% students showing growth as compared to 63.27% students with disabilities showing growth. Winter Math results in 2019-2020 results were 52.76% of all students as compared to 48.98% of students with disabilities.

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](#)

A Key Core Work Process for Hinsdale is to Design, Align, and Deliver Support. As an administration team, we continue to develop and implement our Multi-Tiered System of Support (MTSS). We have developed processes for examining and interpreting student data through our weekly PLC meetings, monthly faculty meetings and monthly team leader meetings. Our grade level teams examine and interpret their class data through formative, summative, benchmark, and interim assessments in order to determine priorities for student success. Weekly PLCs help monitor this process. The Master schedule reflects dedicated time for reading and math RTI. Providing intervention for reading is a strength across our building, but we are showing more consistency with math RTI. By designing, aligning and delivering support, teachers will be able to use this data to inform instruction and close gaps for all learners, especially for our students with disabilities. Our SBDM council also allocated an additional interventionist to provide targeted support to our students who are not demonstrating proficiency. This is a critical component of support. We currently have two interventionists who work with teachers and students across all grade levels providing support in reading and math.

Strengths/Leverages

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

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

Our attendance rates continue to remain high. Our monthly attendance rates average 95% or higher. These high attendance rates are due in part to the parent support we receive. Our families value high attendance rates and every year a significant number of students across all grade levels earn perfect attendance recognition. Another strength of our school is our teaching staff. 100% of our staff meet the criteria for highly qualified educator status. In the past two years, our staff turnover has averaged less than 5%. In 2018-2019, 79% of our third graders demonstrated on grade level reading skills. In 2019-2020, 78.03% of all students in reading Winter MAP and 78.43% of all students in math Winter MAP scored at or above the 50th percentile as compared to 73.36% of all students in reading Winter MAP and 72.82% of all students in math Winter MAP in 2018-2019.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10072020_14:19

2020-21 Phase Two: School Assurances

R C Hinsdale Elementary School
Angela Castleman
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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

R C Hinsdale Elementary School

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☐ Yes

☐ No

● N/A

COMMENTS

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

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

13. 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

COMMENTS

14. 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

COMMENTS

15. 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

COMMENTS

16. 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

COMMENTS

17. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. 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

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10072020_14:21

2020-21 Phase Two: School Safety Report

R C Hinsdale Elementary School
Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

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2020-21 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. SBDM reviewed on October 10, 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 on August 17, 2020.

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.

No. We conducted drills until we were closed to in-person classes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools_11052020_08:29

2020-21 Phase Three: Professional Development Plan for Schools

R C Hinsdale Elementary School
Angela Castleman
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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The mission of R.C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Priority 1: Increase growth for all students in reading. Priority 2: Increase proficiency for gap students in reading and math.

3. How do the identified **top two priorities** of professional development relate to school goals?

Increase percent of students showing growth on MAP in reading from 66% in Spring 2019 to 83% in Spring 2023. Increase percent Proficient/Distinguished in combined Reading and Math for students with disabilities with IEP from 19.25 in 2019 to 69.85 in 2023.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

At R.C. Hinsdale Elementary, we continue to show high academic achievement in reading. We are in the process of utilizing our Data Dashboard to triangulate data from MAP, Common Assessments, and Formative Assessments to monitor growth for all students. Our professional development will be related to increasing growth in reading proficiency.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

This priority will move our staff in the right direction to guide PLCs and instill a mindset shift that will allow us to meet other targeted areas of growth. We have studied Growth Mindset over the past few years to support our emphasis on growth. We have a high level of proficient learners, but the percentage of growth all students are demonstrating is disproportionate. By utilizing our Data Dashboard and student goal-setting, we will see a collective effort to grow all students. By triangulating data and reviewing class/grade-level proficiency, will impact our instruction to fulfill our school mission.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our success will be indicated by utilizing our 2021-22 Data Dashboard(s) to make instructional adjustments and decisions. Data will include weekly assessments, Common Assessments and fall, winter and spring MAP scores. PLCs will include grade-level Data Dashboard review, assessment analysis and developing next steps for growing ALL students. The administration team will monitor student longitudinal data from the previous years Data Dashboard.

4d. Who is the targeted audience for the professional development?

All Certified Teachers, Instructional Assistants and Administrators

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All certified teachers, instructional assistants and administrators, as well as the students at R.C. Hinsdale Elementary.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Training provided by R.C. Hinsdale Administration with support of KCSD District-wide Staff

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continued coaching through PLCs and Faculty Meetings throughout the year. PLC data analysis and data checks throughout the year.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Implementation of the PD will be monitored throughout the year and evident through PLC data checks and monthly administration Data Dashboard reviews. Data will be gathered through the utilization of 2020-21 school and district Data Dashboard(s). District-wide data will be analyzed through the KCSD Data Dashboard to see positive trends in MAP and Common Assessment growth.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Special Ed team uses Data Dashboard in collaboration with homeroom teachers to monitor student Proficiency and IEP goal progress. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed. Ensure that classrooms plan for and

incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

By utilizing our SPED Data Dashboard and student goal-setting, we will see a collective effort to ensure proficiency for our gap population. By triangulating data and reviewing proficiency on weekly assessments, common assessments, MAP data and progress towards IEP goals, we will continue to support and increase achievement.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Students demonstrating mastery and goal setting and achievement. and school-wide behavior supports and PD for culturally responsive practices.

5d. Who is the targeted audience for the professional development?

All Certified Teachers, Instructional assistants and Administrators

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All certified teachers, Instructional Assistants, Administrators, as well as the students at R.C. Hinsdale Elementary.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Training provided by R.C. Hinsdale Instructional Technology coaches with support of KCSD District-wide Staff.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continued coaching and supporting staff through PLCs and Faculty Meetings throughout the year.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments,

classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Administration will meet weekly to monitor data and progress towards proficiency and IEP goals. A bi-weekly schedule will be used for SPED team, homeroom teachers, and MTSS team to monitor data as well.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan_11052020_08:22

2020-2021 Phase Three: Comprehensive School Improvement Plan

R C Hinsdale Elementary School
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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

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.


. 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)
 Comprehensive School Improvement Plan		

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

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

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase percent Proficient/Distinguished in combined Reading and Math, from 85.9 in 2019 to 93.9 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percent Proficient/Distinguished in combined Reading and Math, from 85.9 in 2019 to 87.9 in 2021.	Review, Analyze, and Apply Data Design, Align, and Deliver Support	<p>Monitor RTI school processes with Proficiency Data Dashboard tools.</p> <p>Ensure that formative, interim and summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs.</p> <p>Monitor school culture supports, including academic, behavioral, and mental health to promote and support learning for all students.</p> <p>Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.</p>	<p>Triangulating data using MAP and formative and summative common assessments</p> <p>Implementing SEL program to features a monthly character trait weekly lessons, and groups based on social and emotional needs</p> <p>PBIS program establishes behavior expectations and encourages monitoring of safety and discipline data.</p>	<p>Weekly review and collaboration</p> <p>MTSS Data PLCs every 8-12 weeks</p> <p>PD through Faculty Meetings</p> <p>Safety and discipline assessment data</p>	\$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

Increase the Separate Academic Indicator in Social Studies from 80.4 in 2019 to 90.9 in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Separate Academic in Social Studies from 80.4 in 2019 to 83.02 in 2021.	Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery. Ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	Implementation of high engagement strategies in all classes. Implementation of The Cycle of Quality Instruction.	Walkthroughs, District Site Visits, Technology Training (Google Tools)	\$0

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase percent Proficient/Distinguished in combined Reading and Math for students with disabilities with IEP from 19.25 in 2019 to 69.85 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of Proficient/Distinguished in combined Reading and Math for students with disabilities from 19.25 in 2019 to 31.9 in 2021.	Review, Analyze and Apply Data Establishing Learning Culture and Environment	Special Ed team uses Data Dashboard to monitor student Proficiency and IEP goal progress. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Students demonstrating mastery and goal setting and achievement. School-wide behavior supports and PD for culturally responsive practices.	Monitoring of IEP goals as well as progress towards proficiency. Behavior data and informal and formal feedback from staff.	\$0

4: Growth

Goal 4 (State your growth goal.): Increase percent of students showing growth on MAP in reading from 66% in Spring 2019 to 83% in Spring 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percent of students showing growth in Reading from 66% in 2019 to 72.4% in 2021.	Review, Analyze and Apply Data Establishing a Learning Culture and Environment	Grade level Data Dashboard tool includes student Proficiency and Intervention Data. Use student goal setting to help students' assess and adjust their own learning. Enable students to develop leadership roles within the school and classroom Provide opportunities for students to participate in enrichment through extra-curricular activities.	Progress towards proficiency and growth goals Student participation and involvement in leadership and extra-curricular opportunities	MAP Data, Formative and Summative Assessment and Intervention Data Teachers provide opportunities and coaches and sponsors monitor participation and involvement.	\$0

7: Other (Impact Survey)

Goal 2: Increase the professional growth and learning opportunities available to faculty and staff from 49% in 2020 to 70% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the professional growth and learning opportunities available to faculty and staff from 49% in 2020 to 60% in 2022.	Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery. Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. Survey staff regarding Professional Development Needs and utilize this information to inform School-Wide PD plan for 2021.	Implementation of high engagement strategies in all classes. Implementation of The Cycle of Quality Instruction. 100% Staff participation and input.	Walkthroughs, Faculty Meetings, Technology Training (Google Tools), Survey Data	\$0



2020-21 Phase Three: Executive Summary for
Schools_11052020_08:28

2020-21 Phase Three: Executive Summary for Schools

R C Hinsdale Elementary School
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2020-21 Phase Three: Executive Summary for Schools

. 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?

R. C. Hinsdale Elementary is comprised of 584 students in grades K-5, with 36 certified staff members. We are located in Edgewood, Kentucky as part of the Kenton County School District, which is located in the northern part of the state. Every staff member is highly qualified to teach his/her specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education. R. C. Hinsdale has consistently achieved at high levels on state assessments for the past four years, but in recent years has experienced the impact of a changing student demographic. The percentage of at risk students as identified by poverty, minority, English learner and students with disabilities continues to increase. Despite these challenges, our highly qualified staff is responsive to the needs of our students and receives a significant amount of support from our generous Parent/Teacher Association (PTA) which assists our school with fundraising efforts to support curriculum and technology enhancement opportunities for all students. We have forged strong connections and partnerships with schools in our feeder pattern to better support at most at-risk learners. High school students, some of whom were once students in our school, serve as mentors to our students and assist students academically and behaviorally to promote positive outcomes.

. 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 R. C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens. We believe the following: All children want to learn; all children can learn. Learning is a lifelong process. Instruction should be relevant to children's lives. Problem-solving skills and critical thinking skills are valuable. Education is a partnership among home, school, and community. Respect for self and others promotes a sense of community and an environment conducive to learning. Every individual has a unique combination of abilities and attributes that, when recognized, nurtured and challenged, promote the realization of potential. R. C. Hinsdale embodies this

purpose by holding students accountable and teaching the whole child. There is a strong sense of home and school partnerships and families are invested and engaged in the mission of our school. Opportunities in the arts, technology, physical education, and many extra-curricular options encourages students to explore and develop their skills and talents and helps prepare students to be college and career ready.

. 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.

R. C. Hinsdale has achieved superior ratings on state achievement assessments for the past three years and has also been recognized as a School of Distinction. Historically, our students have performed at or above grade level and our overall achievement has remained consistently high. Our attendance data ranks among the highest in the state. Our school received the 2017 Region 7 High Attendance Award for large elementary and our yearly attendance rates continue to rank at the top of our state. As the demographic characteristics of our students and families has changed in recent years, we have experienced some challenges with regard to helping all students achieve at high levels. Through our school's Multi-tiered System of Support (MTSS), we are providing all students, especially our at-risk learners which includes students with disabilities, English Language Learners and economically disadvantaged students in the opportunity to excel and demonstrate achievement at proficiency and beyond.

. **CSI/TSI Schools (including ATSI) 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

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

Through the strong support of our families and community, we will meet the needs of all students. We continue to seek opportunities to build stronger community partnerships that that will further support the needs of all of our learners. Our students hold high expectations for themselves and our teachers have invested in our school for more than 100 years concurrently. R. C. Hinsdale is an outstanding school, and we will continue to reach higher to achieve success. Our theme for this

school year builds upon our continued focused on growth: Let's rise together!
#RiseTogether

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

R C Hinsdale Elementary School
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

Please see attached.

ATTACHMENTS

Attachment Name



Measurable Gap Goal

II. Achievement Gap Analysis

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

Our school's climate and culture as it relates to our gap population is focused on targeted support and tiered instruction. Our gap groups are identified as students with disabilities, poverty, minority, and English Learners. Although the percentage of gap is small in comparison to our total population, we are focusing our efforts on proficiency and growth for all students. Teachers have worked with all students to set individual academic goals and our school culture is promoting social emotional well-being through our SEL Choose Love curriculum to support all of our students, especially our gap population. Achievement for our gap population is comprised of instruction specifically designed to support their needs and focuses on growth.

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

We continue to work to close our gap in reading and math, but we have not successfully closed achievement in these areas for 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.

In 2019-20, our English Learners performed well on ACCESS testing. 67% of students were on target to meet growth and exit the program. In comparison, the data from 2018-2019 shows 14% of our EL students met their long-term ACCESS goals and in 2019-2020, 61.3% of students met their long-term ACCESS goals.

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.

Overall, proficiency in math and reading for our students in gap groups varies. According to our MAP Assessment data, in 2019-20, 34% of our students with disabilities demonstrated proficiency as compared to 78% of all students. For math, 39% of students with disabilities demonstrated proficiency as compared to 78% of all students. In 2018-2019, students with disability scored 26% in reading and 34% in

math as compared to students without disabilities who scored 69% in reading and 69% in math.

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

Grade level teams are working on an established protocol for reviewing data or assessments, but this process was not formally in place last year. School-wide data tracking and review was inconsistent and a lack of MTSS resources specifically in the area of math has presented challenges to closing math achievement gaps.

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.

Team Leaders are leading the work with PLCs to design and align curriculum and assessments. This team includes the following members: Denise Jefferies (1st grade), Stephanie Steinbrunner (2nd grade), Juli Watkins (3rd grade), Kristin Stainforth (4th grade), Barbie Bogard (5th grade), Lauren Cottengim (Kindergarten), and Emily Harmon, Special Areas. Administrators (Dr. Angela Castleman and Mr. Kyle Chevalier work closely with grade level teams to align curriculum, review data and analyze assessments. Our SBDM members will also provide input and monitor progress towards our goals. These members include: Lauren Cottengim, Tricia Kiefer, Emily Harmon, Michelle Greene, Adrian Cabrera, Gina Powers, and Angie Smith.

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

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

Our school's professional development plan was approved in April 2020 and includes curriculum alignment for all grade levels and special education in the area of math. In addition, our professional development includes technology integration for math and training on our district's Cycle of Quality Instruction to enhance

teaching and assessment practices specifically in the area of math. Our Extended School Services plan was approved May 2020 and was used to provide a kindergarten readiness program to help close achievement gaps and promote Kindergarten Readiness.

III. Planning the Work

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

Goal 1: Increase percent Proficient/Distinguished in Reading for students with disabilities with IEP from 28.2 in 2019 to 77.95 in 2023. Goal 2: Increase percent Proficient/Distinguished in Math for students with disabilities with IEP from 10.5 in 2019 to 61.75 in 2023.



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.

Please see attached.

Attachment Summary

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

Gap Group/Total number of students	Percentage of Total School Population
African American/11	2%
Hispanic/18	3%
Native HI or Pacific Islander/1	0.01%
Two or More Races/22	4%
English Language Learners/18	3%
Economially Disadvantaged/133	22%
Disability/59	10%

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