



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_08312020_16:31

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

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.

Kenton Elementary School

Mindy Coleman 8/31/20



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

2019-20 Phase Two: The Needs Assessment for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2019-20 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

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

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

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

Priorities/Concerns

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

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

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

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

Trends

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

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

Potential Source of Problem

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

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

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

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

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

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

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

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

Strengths/Leverages

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Two: School Assurances_10072020_13:31

2020-21 Phase Two: School Assurances

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Two: School Assurances	3
Introduction	4
Teacher Performance	5
Title I Schoolwide Programs	7
Title I Targeted Assistance School Programs	10
Schools Identified for Targeted Support and Improvement	13
All School Programs	14

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

Kenton 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

Kenton Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Two: School Safety Report_10072020_13:31

2020-21 Phase Two: School Safety Report

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5

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 August 6th 2020

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

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

Yes 8/18/20 10:00am

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)
-----------------	-------------	--------------------



2020-21 Phase Three: Professional Development Plan for
Schools_11032020_09:16

2020-21 Phase Three: Professional Development Plan for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
--	---

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 Kenton Elementary is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential, and grow to become responsible, productive members of society.

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 top two priorities at Kenton are closing the gap for students with disabilities in the areas of Reading and Math.

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

The professional development sessions relate to the our KPREP goals listed below.
-Increase combined Reading and Math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.

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.

-Collaborate to increase Reading from 45.7% P/D to 50.7% P/D by October 2021.

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

The intended outcome of this professional development is to create best practices to ensure our students with disabilities to perform proficient/distinguished on formative/summative assessments in Reading. This includes analyzing data and creating lessons from the data to help students make progress towards proficiency and progress towards their IEP goals.

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.

-In weekly PLC meetings, collection of progress monitoring data is analyzed to determine progress towards goals for students with disabilities in Reading. - In weekly PLC meetings a school wide data dashboard is used to analyze Reading assessment results such as weekly assessments , common assessments and MAP to determine progress towards grade level proficiency for students with disabilities. -In Weekly MTSS meetings the data dashboard with progress towards grade level proficiency and progress monitoring data are reviewed and analyzed to provide instructional feedback and strategies for students with disabilities. -Teacher feedback from professional learning session.

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

General education teachers, special education teachers and intervention teachers.

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

All school stakeholders will be effected by this professional development, including students, teachers, administration and parents.

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

The resources that will be used for this professional learning is technology, progress monitoring data (Dibels), Weekly PLC for each grade level. This includes special education teachers meeting with general education teachers, plus a special education PLC weekly. District curriculum consultants are a resource to provide strategies, class visits and feedback in order to create next steps for students. Funding to purchase instructional materials was used this year to include(Read180, iRead, Wonders student workspaces). Teachers received professional development on how to use these programs and how to analyze necessary reports.

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

- Weekly PLC meetings will continue to occur for each grade level and special education team. During these meetings, the team will discuss student progress and create remediation plans for to answer any student misconceptions in reading.
- District consultants will work with groups of teachers or individual teachers when extra support is 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.

- Data graphs for watch listing of students, including those performing in the novice and apprentice in Reading
- Weekly PLC meetings
- Special education PLC meetings to determine best practices for special education students in Reading.
- Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon Reading MAP results.
- Plans are discussed in weekly PLC meetings to determine mastery of grade level standards.

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.

-Collaborate to increase Math from 39.1% P/D to 44.1 % P/D by October 2021.

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

The intended outcome of this professional development is for students with disabilities to perform proficient/distinguished on formative/summative assessments in Math. Also, to create remediation plans when students are not making progress towards proficiency or making progress on their IEP goals in Math.

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.

-In weekly PLC meetings, collection of progress monitoring data is analyzed to determine progress towards goals for students with disabilities in Math. - In weekly PLC meetings a school wide data dashboard is used to analyze Math assessment results such as weekly assessments, common assessments and MAP to determine progress towards grade level proficiency for students with disabilities. -In Weekly MTSS meetings the data dashboard with progress towards grade level proficiency and progress monitoring data are reviewed and analyzed to provide instructional feedback and strategies for students with disabilities. -Teacher feedback from professional learning session.

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

The intended audience are general education and special education teachers and Math interventionist.

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

All school stakeholders are impacted by this component, including students teachers, administration and parents.

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

This year we used Title I funding to hire an additional instructional assistant to support teachers in Math. We have also used technology for progress monitoring and interventions (STMath, Compass). Teachers have received professional development on how to use these resources and read necessary reports. Teachers use progress monitoring tool (Aimswb).

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

Weekly PLC meetings will continue to occur for each grade level and special education team. During these meetings, the team will discuss -student progress and create remediation plans for to answer any student misconceptions in Math.
-District consultants will work with groups of teachers or individual teachers when extra support is needed. -Administration will visit classrooms and provide feedback to teachers regarding instructional strategies.

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.

-Data graphs for watch listing of students, including those performing in the novice and apprentice areas in Math. -Weekly PLC meetings -Special education PLC meetings to determine best practices for special education students in Math.
-Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPS in learning based upon Math MAP results.

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)
-----------------	-------------	--------------------



2020-2021 Phase Three: Comprehensive School Improvement
Plan_11032020_09:15

2020-2021 Phase Three: Comprehensive School Improvement Plan

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

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)
 Kenton Elementary Goal Builder		

Proficiency Goal

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

1 (State your proficiency goal.): Increase combined reading and math proficiency from 66.5% P/D students in 2019 to 81.25% of students in 2021.					Funding
Objective	Strategy	Activities	Measure of Success	Monitoring	
Objective 1: Collaborate to increase reading proficiency from 67.3 % P/D to 79.4 % P/D in October 2021.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RLL	0
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures and MAP data	Weekly reading data to determine P/D percentages of students Weekly MTSS meetings Weekly PLC meetings	0
		Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and K-PREP Data	Student Goal Sheets	0
Objective 2: Collaborate to increase math proficiency from 65.7% P/D to 69.4% P/D in October 2021.	KCWP 4: Review, Analyze Apply Data	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RLL	0
	KCWP 2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students Weekly PLC meetings	0

Weekly MTSS meetings					
Separate Academic Indicator					
Goal 2 (State your separate academic indicator goal.): Increase combined separate academic indicator score from 54.8% students at P/D in 2019 to 77.2% students at P/D in 2021.					
Objective 1:					
Collaborate to increase combined separate academic indicator score from 56.4%P/D to 61.65% by October 2021.					
Objective	Strategy	Activities	Measure of Success	Student Monitoring	Funding
KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings Planning of monthly scrimmages	0
		Vertically align and implement Science Standards through Project Lead the Way.	Learning Walks Lesson Plans	Feedback from classroom walks Science assessment data	0
		Teachers develop individual goals with students for formative and Summative Assessments.	Science Assessments Weekly assessment MAP Student Data and KCWP Data		0
KCWP 4: Review, Analyze Apply Data					

achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Program Monitoring	Funding
Objective 1: Elaborate to increase reading for students with disabilities from 42.4% P/D to 50.7% P/D by October 2021	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data from Read 180 by-monthly. Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	\$500
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Weekly PLC meetings Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Weekly PLC meetings Special education PLC meetings to determine best practices for special education students in reading. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC PTA and SBDM committees to support reading for all students.	\$1,400

Whole Child System of Support
Based upon University of Iowa's

Supports reading to
Learn the best of both worlds
for instruction for students.

	<p>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p> <p>Ensure each student has an adult advocate.</p>	<p>Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of the Love and Learning curriculum.</p>	<p>Tracking behavior data and referrals to mental health agencies.</p>	\$500
	<p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p>	<p>Reduction in office referrals for behavior and school safety.</p>	<p>Reporting from school office referrals to staff in order to develop interventions to support students.</p> <p>Monthly staff meetings to discuss student behavior.</p>	0
	<p>Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.</p>	<p>Review of participation in extracurricular activities reviewed yearly.</p>	<p>Attendance at extracurricular activities.</p> <p>Student/Parent surveys regarding extracurricular activities.</p>	
KCWP 4: Review, Analyze Apply Data	<p>Provide support for students/families to reduce barriers to learning.</p>	<p>Weekly review of student attendance by administration, FRC and District personnel.</p> <p>FRC communicates with school staff regarding student's basic needs that will help reduce barriers to learning.</p>	<p>FRC communicates with families to discuss barriers of learning.</p> <p>FRC works with individuals and groups of students to increase attendance at school.</p> <p>FRC provides resources to families to increase attendance to help provide basic needs.</p>	
	<p>Provide professional learning sessions on instructional strategies in reading.</p>	<p>Teacher feedback from professional learning session.</p> <p>PLC minutes.</p>	<p>PLC minutes.</p>	

Objective 2: Laborate to increase math for students with disabilities from % P/D to 44.1 % P/D by October 2021.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data collected monthly for math.	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in math. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC, PTA and SBDM committee to support math for all students.	\$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. Ensure each student has an adult advocate.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referral data to mental health agencies.	\$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals to staff in order to develop interventions to support students.	

				Monthly PBIS meetings to discuss student behavior.		0
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.		Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	
		Provide support for students/families to reduce barriers to learning.		Weekly review of student attendance by administration, FRC and District personnel.	FRC communicates with families to discuss barriers of learning.	
	KCWP 4: Review, Analyze Apply Data			FRC communicates with school staff regarding student's basic needs that will help reduce barriers to learning.	FRC works with individuals and groups of students to increase attendance at school. FRC provides resources to families to increase attendance to help provide basic needs.	
		Provide professional learning sessions on instructional strategies in reading.		Teacher feedback on professional learning session.		
				PLC minutes		

4 (State your growth goal.): By 2023, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 67.20% in Spring 2019 to 74.6% and for math from 66.5% in Spring of 2019 to 74.8%				
Objective	Strategy	Activities	Measure of Success	Funding
Objective 1: Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 20% in Spring of 2019 to 20% by Spring of 2021.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from DIBELS \$500
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from DIBELS \$500
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support (MTSS) meeting to determine tiered placement of instruction for students.	Based on weekly DIBELS 0
Objective 2: Collaborate to increase math percentages of students achieving growth in MAP percentiles from 66.5% in Spring of 2019 to 70.5% by Spring of 2021.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from AIMSWEB \$100
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies,	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from AIMSWEB \$100

	SMART goal measurement, and progress monitoring checks.				
	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	1	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly AIMSWEB	\$100
	Teachers develop individual goals with students for formative and Summative Assessments.		Weekly assessments, MAP and K-PREP Data	Student Goal Sheets	0
KCWP 4: Review, Analyze Apply Data					

Progress Monitoring

Use student progress monitoring lesson plan and in conjunction with AIMSWEB small group instruction in ELA.

Measure of Success

Weekly assessment scores MAP and K-PREP.

Evening Math scores.

Weekly math assessment scores.

Weekly math assessment scores.

Impact Survey



2020-21 Phase Three: Executive Summary for
Schools_11032020_09:14

2020-21 Phase Three: Executive Summary for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
--	---

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?

Kenton Elementary School is one of 11 Elementary schools in the Kenton County School District located in Independence, Kentucky. Kenton Elementary currently has an enrollment of 642 Pre-school through 5th Grade students. We have approximately 40 certified staff members, and 15 classified support staff. Our positive support program is based on the "CATS" expectations. These expectations are taught throughout the school year in all areas of the school building. Students can earn rewards by following the "CATS" expectations. Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, Energy Wise Team, Music club and Art club. We have a very dedicated and committed group of staff members and active parent involvement.

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

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success. The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential and grow to become responsible productive members of society. In order to help students reach their highest academic potential, the staff at Kenton Elementary provide both academic and social and emotional lessons throughout the school day. Teachers provide differentiated lessons during both core academic lessons and RTI (response to intervention) both meet the needs of students and challenge them at the same time. The staff also provides Tier I, Tier II and Tier III social and emotional lessons using the Choose Love curriculum. Finally, teachers create individual goals with students on formative and summative assessments and celebrate with students as they meet these goals. We also believe that our parents play a key role in their child's education. Our FRC, along with our PTA and SBDM committees plan activities throughout the school year that help parents stay involved in their child's education. Some of these activities include, parent/teacher conferences, math night, literacy night, Veteran's Day program and parent cafe meetings.

. 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.

Overall percentage of students at or above the 50%ile on Winter MAP increased in both Reading and Math from 2018-2019 to 2019-2020. Reading increased by 6% and Math by 5%. 2019-2020 Literacy data shows that 79.17% of all third grade students were reading at or above grade level. This is 15.28% above the district percentage of 63.89%. Our area of focus continues to be our students with disabilities. Winter 2020 Reading MAP scores show 44.29% of students with disabilities scored at or above the 50%ile compared to 77.54% of students without disabilities. Winter 2020 Math MAP scores show 47.83% of students with disabilities scored at or above the 50%ile compared to 73.59% of students without disabilities.

. **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.

On the Impact Survey taken by school staff in the Winter of 2020 80% of staff indicated Kenton Elementary has an overall positive school climate. Also, 93% of staff indicated that there is a positive relationship between staff and leadership. Finally, 100% of teachers indicated that they use assessment data to inform instruction. The school climate and safety survey taken by students in Winter 2020 showed comparable results as the Impact Survey. 99.7% of all students agree/strongly agree that adults at Kenton Elementary work hard to make sure students are safe. Also, 99% of all students agree/strongly agree that they know what to do if there is an emergency (lock down, tornado, earthquake, etc.) at school. 96.6% of students said they agree/strongly agree that their teachers expect them to their best at all times. Terrace Matrix survey taken in the fall of 2020 showed that the percentage of students in each resiliency indicator increased from Winter 2020 to Fall 2020 and 100% of students reported a positive school experience in the Fall of 2020.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11032020_09:15

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

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.

See Attachment

II. Achievement Gap Analysis

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

There are two GAP populations that are a part of our accountability model at Kenton, Free and Reduced lunch students and students with disabilities. At this time, students with disabilities continue to be our area of focus. Embedded PD, PLC meetings, staff meetings and professional development sessions in the summer and throughout the school year center on helping to meet the needs of our GAP population, specifically the students with disabilities. The administrative team meets with teachers weekly to analyze data for all students, with a focus on student with disabilities. Progress towards IEP goals and progress towards grade level proficiency determine plans for remediation, small group instruction that is differentiated, and placing GAP students in research based interventions, if needed. High expectations are set for all students. This is a very inclusive culture where all staff embrace all students from any background and/or presenting any diverse need.

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

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

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

In the area of reading, the percentage of proficient/distinguished free and reduced students is above the state average by 3%. This is an increase of 11% over the past school year. Also, the percentage of proficient/distinguished students with disabilities did not reach the state average the percentage increased 19.3% over the past two years. In math, the percentage of proficient/distinguished students with

disabilities increased 16.7% from the previous school year which closes the GAP between students with disabilities and the total population 26.4%. While the gap is not fully closed in the areas of social studies and writing, the percentage of P/D students in both GAP groups (students with disabilities and free and reduced lunch) has increased over the past two years.

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

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

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

The GAP population (economically disadvantaged students) continues to grow. The percentage of free and reduced lunch is 42%. This means the percentage of Kenton Elementary students living in poverty continues to grow. Over half of the student population is considered Gap (free and reduced lunch and students with disabilities). Even though Kenton Elementary is school wide Title I, funding continues to be an issue when buying supplies and hiring staff. Kenton Elementary continues to strive for increasing all stakeholder participation in our goals to increase student achievement.

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

All staff members are involved in the continuous improvement and planning process to close the gap through weekly PLC meetings. Staff members analyze data (assessment, Progress monitoring) of all students to develop lessons to ensure students are making progress towards mastery of standards. Staff members are involved in committee work that focuses on closing the achievement gap. Other groups with parent representation that help with closing the achievement gap are:

FRC Advisory Council, PTA, and various committees governed by the SBDM Council. SBDM Council has played a role in working with the CSIP development and approval. Members of the SBDM Council are: Kim Spille, Marci New, Lisa Reynolds, Heather Monhollen, Rachel Wade, Kenny Schroeder and Mindy Coleman.

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

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

The April 2020 SBDM minutes provided approved the professional development plan for the 2020-2021 school year. Board of Education meeting minutes from May of 2020 provided approval for the school professional development plan. PD focused on Quality Cycle of Instruction and overall instructional practices, with a focus on student engagement. Staff will also participate in PD sessions focused on mental health and PBIS supports. Teachers will participate in embedded PD sessions on data analysis, including formative and summative assessments. Teachers also have the opportunity to participate in technology based PD. Title I funds are used to buy resources for all students to enhance core instruction and tiered instruction. ESS funds are utilized to support incoming kindergarten students as a support for school readiness. Third through fifth grade students that scored novice on Winter 2020 MAP in the area of reading to strengthen literacy skills.

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).

Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023. Objective 1: Collaborate to increase reading from 45.7% P/D to 50.7% P/D by October 2021. Objective 2: Collaborate to increase math from 39.1% P/D to 44.1 % P/D by October 2021.



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

Step 2: Complete your findings and answers.

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

See Attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Spreadsheet		.
 Gap Group Planning		.

Gap Group/Total number of students	Percentage of Total School Population
Total Population 585	100%
White/527	90%
African American/9	0.02%
Hispanic/21	0.04%
Asian/3	0.01%
American Indian or Alaska Native/0	0%
Native Hawaiian or Other Pacific Islander/0	0%
Two or More Races/24	0.05%
English Learners/7	0.01%
Free and Reduced Lunch/244	41.70%
Disability with IEP/103	17.60%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Decrease combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023. Objective 1: Collaborate to increase reading students with disabilities from 45.7% P/D to 50.7% P/D October 2021.</p> <p>Objective 2: Collaborate to increase math for students with disabilities from 39.1% P/D to 44.1 % P/D by October 2021.</p>	<p>KCWP2: Design and Deliver Instruction Classroom Activities</p> <p>KCWP6: Establishing Learning Culture and Environment Classroom Activities</p> <p>KCWP 4: Review, Analyze Apply Data</p>	<p>*Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <p>*Ensure item analysis methods are occurring within PLC meetings to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.</p> <p>*Ensure that all users of assessment data use information to benefit student learning.</p> <p>*Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</p> <p>*Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p> <p>*Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p> <p>*Provide Extracurricular activities for students to give students learning opportunities outside of the classroom</p> <p>*Provide support for students/families to reduce barriers to learning.</p>	Administration Team, Certified Staff, FRC Coordinator	<p>*Data from Read 180, students through MAP and progress monitoring.</p> <p>*Data showing participation in family events conducted by FRC</p> <p>PTA and SBDM committees</p> <p>*Data from referrals to mental health agencies,</p> <p>*Data from school office discipline referrals</p> <p>*Weekly PLC meetings</p> <p>*Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results</p> <p>*Attendance at extracurricular activities.</p> <p>*Student/Parent surveys regarding extracurricular activities.</p>	SBDM Instructional Funds - \$1,000 Title



2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09242020_16:39

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

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.

Schools_09242020_16:39 - Generated on 12/07/2020

Piner Elementary School

Dorothy Dennie 9/24/20



2020-21 Phase Two: The Needs Assessment for
Schools_10072020_13:57

2020-21 Phase Two: The Needs Assessment for Schools

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem	10
Strengths/Leverages	11

Generated on 12/07/2020
Piner 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?

At Piner each year, our administrators host a school-wide KPREP Data Analysis PD. It includes all teachers and staff, and the FRC Coordinator. Additionally, our Piner SBDM Council members are invited to attend. We use the KASC Score and Gap Analyzer Tool kit, and identify areas of strength and need. From this, we develop school wide goals for our CSIP. This year, KPREP assessments were not held in the state due to COVID-19 pandemic. Therefore, our data analysis included a review of the previous year KPREP data. Additionally, data is reviewed throughout the year in a variety of settings. This data is reviewed with the SBDM Council at SBDM meetings in the fall, winter, and spring. Teachers, both general and special education, meet weekly in PLCs with the school administrators, and review MAP data following each administration of the test. Additional data analysis is completed in PLCs throughout the year using weekly assessment and common assessment data. Our MTSS team (including administrators, classroom teachers, interventionists, counselor and special education teachers) meets in PLCs to review RTI data for academic areas, behavior, and SEL. Recommendations are made during these meetings regarding the progress or lack of progress of the interventions implemented. MTSS meetings are held to provide support and make a plan for next steps when students are in intensive interventions and there are still concerns of lack of growth. Each student's data is reviewed at least every eight weeks; at times, the MTSS team members may refer students for a special education referral.

Current State

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

Example of Current Academic State:

- Thirty-four 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.

Due to the students not completing the 2019-2020 school year in person, the number of behavior referrals decreased. However, the 2020-2021 behavior data is not reflective of a full school year to accurately compare for the entire year. Therefore, the behavior data used is from the months of August through February. We had 21 fewer discipline referrals with 10 fewer students. -Aug 2018 - February 2019: 51 discipline referrals with 30 students receiving a discipline referral -Aug 2019 - February 2020: 31 discipline referrals with 20 students receiving a discipline referral Due to a lack of KPREP data that would allow for a multi-year comparison, We are comparing Winter MAP 2018 to Winter MAP 2019. -Winter 2018 Math: The grade-level combined average of students scoring 50th percentile or higher was 70.35%; in 2019, the combined average of the same students scoring 50th percentile or higher was 71.42. This was an increase of 1.07% of students scoring at 50th percentile or higher in Math. -Winter 2018 Reading: The grade-level combined average of students scoring 50th percentile or higher was 65.64%; in 2019, the combined average of the same students scoring 50th percentile or higher was 69.49. This was an increase of 3.85% of students scoring at 50th percentile or higher in Reading.

Generated on 12/07/2020
Piner Elementary School

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 Winter of 2019, 69.49% of our students scored in the 50th percentile or above on MAP in Reading as opposed to only 26.32% of our students receiving special education services. -In Winter of 2019, 71.42% of our students scored in the 50th percentile or above on MAP in Math as opposed to only 34.21% of our students receiving special education services.

Trends

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

-The special education students are scoring consistently lower than our overall scores by 43.17% in math and 37.21% in reading. This is a trend over the previous 2 years as measured by MAP.

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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%.

- MAP Reading- the grade-level average of growth in reading increased 3.84% of students scoring at or above 50th percentile from Winter 2018 to Winter 2019
- KPREP Reading P/D increased 0.17% and novice decreased 4.12% from 2018.
- KPREP Math P/D increased 2.87% from 2018. -KPREP Science P/D increased 12.04% and novice decreased 4.37% in 2018. -KPREP Social Studies P/D increased 3.31% and novice decreased 3.55% in 2018. -KPREP Writing P/D increased 3.5% in 2018.

Generated on 12/07/2020
Piner Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Two: School Assurances_10072020_13:59

2020-21 Phase Two: School Assurances

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Piner Elementary School

Table of Contents

2020-21 Phase Two: School Assurances	3
Introduction	4
Teacher Performance	5
Title I Schoolwide Programs	7
Title I Targeted Assistance School Programs	10
Schools Identified for Targeted Support and Improvement	13
All School Programs	14

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

Piner 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 serve 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 serve

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 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)
-----------------	-------------	--------------------



2020-21 Phase Two: School Safety Report_10072020_14:00

2020-21 Phase Two: School Safety Report

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Table of Contents

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5

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.

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

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

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

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

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

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

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

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

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

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

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

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

The school's emergency plan was reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c). This was reviewed on 5/20/20.

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

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

The principal discussed the emergency plan with all school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d). This was reviewed on 8/18/2020.

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.

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

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

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

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

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Three: Professional Development Plan for
Schools_11252020_08:39

2020-21 Phase Three: Professional Development Plan for Schools

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
--	---

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 the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy.

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 top two priorities for professional development that support continuous improvement include: 1) Increasing the number of students who are reading proficiently in all grade levels. 2) Closing the proficiency gap with our students receiving special education services.

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

1) Increasing the number of students who are reading proficiently in all grade levels directly correlates with the proficiency goal: Increase the combined reading and math percentage of proficient/distinguished students from 67.87 in 2019 to 83.2 in 2024 as measured by KPREP. 2) Closing the proficiency gap with our students receiving special education services directly correlates with the gap goal: Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2024 as measured by KPREP.

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.

For the first priority need (increase reading proficiency), our objectives are as follows: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.87 in 2019 to 74.24 on Oct. 1, 2021

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

The intended results are to calibrate instructional practices and assessment scoring which will lead to increased student reading proficiency levels.

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.

To indicate success, we will need to complete the following: - Track and review assessment data on the Piner School Dashboard (Weekly, Common, and MAP assessments) - Share walk feedback and look for areas of strength to show to other teachers, share ideas for teachers to improve through a quality core professional development opportunity. This would need to be done on-going through job embedded PD. - Create an assessment guide for our teachers to use while giving a running record. Have teachers use the guide and look at various assessment results to calibrate scoring.

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

The targeted audience for the professional development is: regular classroom teachers, special education teachers, intervention teachers, and instructional assistants.

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

Students, teachers, and administrators are impacted by this component of professional development.

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

Time is a resource that will be needed to support the professional development.

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

We will use the following ongoing supports for professional development implementation: follow up at faculty meetings, administrator coaching upon completion of walks, and PLC discussions.

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.

Teachers will administer running records at least at the end of each trimester. Administrators and teachers will review that data. Administrators will conduct walks at least monthly and review feedback at least monthly for trends and job embedded PD opportunities.

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.

For the second priority need (closing the special education gap), our objectives are as follows: Increase the combined reading percentage of students with disabilities scoring proficient/ distinguished from 33.3 in 2019 to 47.3 in 2021 and math

percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2021 as measured by KPREP.

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

The intended results are to calibrate instructional practices and assessment scoring which will lead to increased proficiency levels for students receiving special education services.

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.

To indicate success, we will need to complete the following: - Track and review assessment data for students receiving special education services on the Piner School Dashboard (Weekly, Common, and MAP assessments) - Share co-teaching walk feedback and look for areas of strength to show to other teachers, share ideas for teachers to improve through a quality core professional development opportunity. This would need to be done on-going through job embedded PD. - Have classroom and special education teachers calibrate scoring on student products.

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

The targeted audience for the professional development is: regular classroom teachers, special education teachers, intervention teachers, and instructional assistants.

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

Students, teachers, and administrators are impacted by this component of professional development.

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

Time is a resource that will be needed to support the professional development.

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

We will use the following ongoing supports for professional development implementation: follow up at faculty meetings, administrator coaching upon completion of walks, and PLC discussions.

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.

Teachers and special education teachers will administer weekly assessments. Administrators and teachers will review that data. Administrators will conduct walks at least monthly of co-teaching and instruction in the resource setting. They will review feedback at least monthly for trends and job embedded PD opportunities.

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)
-----------------	-------------	--------------------



2020-2021 Phase Three: Comprehensive School Improvement
Plan_11252020_08:37

2020-2021 Phase Three: Comprehensive School Improvement Plan

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

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)
 Dec. 2020- KDE Comprehensive Improvement Plan for School- Piner		

Comprehensive School Improvement Plan (CSIP)

Through the improvement planning process, leaders focus on priority needs, funding, and closing

onal

of 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. There can be multiple strategies for each goal.

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

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

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

- KCWP 1: Design and Deploy Standards
 - KCWP 2: Design and Deliver Instruction
 - KCWP 3: Design and Deliver Assessment Literacy
 - KCWP 4: Review, Analyze and Apply Data
 - KCWP 5: Design, Align and Deliver Support
 - KCWP 6: Establishing Learning Culture and Environment
- The measures may be quantitative or qualitative, but are observable in some way.

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

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

Efficiency Goal

1.1 (State your proficiency goal): Increase the combined reading and math percentage of proficient/distinguished students from 67.87 in 2019 to 83.2 in 2024 as measured by KPREP.

Efficiency Goal			Measure of Success	Progress Monitoring	Funding
1.1 (State your proficiency goal): Increase the combined reading and math percentage of proficient/distinguished students from 67.87 in 2019 to 83.2 in 2024 as measured by KPREP.			Track MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process.	Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers)	\$0
<p>Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.87 in 2019 to 74.24 on Oct. 1, 2021 and math from 67.87 in 2019 to 72 on Oct. 1, 2021 as measured by KPREP.</p>	KCWP 4: Review, Analyze and Apply Data	<p>Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.</p> <p>Establish a process (work) to: Develop a tracking system for monitoring of student achievement.</p> <p>progress by learning target and standard.</p> <p>Establish a practice (work) to: Create intentional opportunities for students to receive and offer effective feedback during learning.</p>	<p>Use of standards mastery tracking sheet to identify students and standards requiring further instruction.</p> <p>Implement the Quality Instruction Cycle in daily instruction.</p> <p>Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math.</p> <p>Analyze assessment data to determine small group and lessons to reteach standards when not mastered.</p>	<p>Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data</p> <p>(Principal, Assistant Principal and Teachers)</p>	
	KCWP 3: Deliver Assessment Literacy	<p>Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p>		<p>Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)</p>	
	KCWP 2: Design and Deliver Instruction	<p>Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.</p>	<p>Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager)</p> <p>Bi-Weekly MTSS-RBTL meetings (Principal, Assistant Principal, Teachers)</p>	
	KCWP 6: Establishing Learning Culture and Environment	<p>Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.</p>	<p>Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews.</p> <p>Collaborate to develop a plan to strengthen all aspects of student behavior and safety.</p>		

Separate Academic Indicator

12 (State your separate academic indicator goal): Increase the writing percentage of proficient/distinguished students from 50 in 2019 to 73.25 in 2024 as measured by KPREP.

Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 50 in 2019 to 57.25 by Oct. 1, 2021 as measured by KPREP.		KCWP 4: <u>Review</u> <u>Analyze and Apply Data</u>	Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students. Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Writing reviews and calibrated scoring as part of the PLC process. Use of writing standards mastery tracking sheet to identify students and standards requiring further instruction.	Monthly data reviews in PLCs and staff meetings to determine student learning needs in writing. (Principal, Assistant Principal and Teachers)	\$0
		KCWP 3: <u>Design and Deliver Assessment Literacy</u>	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in writing. Analyze On-Demand Writing assessment data to determine small group and lessons to reteach standards when not mastered.	Analyze student writing data and samples at least monthly in PLCs or staff meetings. (Principal, Assistant Principal and Teachers)	
		KCWP 2: <u>Design and Deliver Instruction</u>	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery in writing at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	

achievement gap goal.): Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2024

achievement Gap

3 (State your achievement gap goal.): Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2024

measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined reading percentage of students with disabilities scoring proficient/ distinguished from 28.75 in 2019 to 68.45 in 2024	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student. Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard. Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc. Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard. Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Regular review of MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process. Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom. Use of standards mastery tracking sheet, and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction. Collaboration in committees and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co- teaching and resource strategies are most effective.	Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal and Teachers) Monitor evidence-based program Read 180, System 44 data, and RTA data monthly (Principal, Assistant Principal, Teachers) Analyze MAP data for students receiving special education services at a minimum of three times per year: Fall, Winter, and Spring. (Principal, Assistant Principal and Teachers) Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	\$0
Objective 2 Increase the combined math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2021 as measured by KPREP.	KCWP 4: Review, Analyze and Apply Data Literacy				
	KCWP 2: Design and Deliver Instruction				

growth
 4 (State your growth goal.): Piner Elementary will increase the percentage of students showing growth in MAP for reading from 63.67% in Spring 2019 to 75.3% in Spring 2023, and for
 1 from 61.09% in Spring 2019 to 76.15% in Spring 2023 as measured by the MAP assessment.

Progress Monitoring				Funding
Objective	Strategy	Activities	Measure of Success	
Objective 1 Increase the percentage of students showing growth in MAP for reading from 63.67% in Spring 2019 to 75.3% in Spring 2023, and for math from 61.09% in Spring 2019 to 76.15% in Spring 2023.	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Develop a system for student monitoring of progress.	Develop the use of student data notebooks to monitor and improve student growth and achievement in reading and math. Student data notebooks will include intermediate students tracking their own engagement with extra-curricular activities.	Weekly collaboration and use of student data notebooks during PLC, MTSS, and special education meetings as well as student-led conferences. (Principal, Assistant Principal, All Teachers)
		Establish a practice (worker) to: Assure that attendance issues are rectified as to not interfere with the educational process of students.	Development of Piner Attendance Plan and biweekly review of attendance data to reduce barriers to learning with the RBTL team	Biweekly attendance review and follow up in school MTSS-RBTL meetings. District review in monthly MTSS-RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)
		Establish a practice (worker) to: Create and monitor students in MTSS performing below proficiency.	Development of the MTSS list for monitoring student growth/achievement and developing differentiated learning opportunities.	Weekly collaboration and use of RTI list and data during PLC meetings. (Principal, Assistant Principal, Teachers)
		Establish a practice (worker) to: Develop a system to provide access to mental health services, school-based therapy, and social-emotional health in order to reduce barriers to learning.	Development of a Piner plan for students with mental health, school-based therapy, and social-emotional health through MTSS to reduce barriers to learning with the MTSS PLC teams.	Biweekly attendance review and follow up in school MTSS-RBTL meetings. District review in monthly MTSS-RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)
				Meet in MTSS PLC meetings every 8 weeks to determine supports and progress for SEL health. (Principal, Assistant Principal, Counselor and Classroom Teachers)
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Provide differentiated instruction in reading and math at all grade levels.	Moby Max for grades 1-5; iRead- Kindergarten; System 44/ Read 180 3 rd -5 th grades pull out; RTA + 1 Trained Teacher in Kindergarten (Principal, Assistant Principal, Teachers)

Impact Survey Goal

15 (State your separate goal.): Piner Elementary will increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2020 to 72.5% in Spring 2024, as measured by the KY Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2020 to 58.8% in Spring 2022, as measured by the KY Impact Survey.	KCWP 6: Establishing Learning Culture and Environment	Establish a practice (worker) to: Develop a system for monitoring needs for school facilities and repairs.	Regular review of the campus for needs for repairs.	Monthly maintenance and safety walks, safety team meetings, and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager)	\$0
		Establish a practice (worker) to: Develop a system for monitoring needs for classroom instructional resources.	Develop a plan to systematically gather a list of needs for classroom resources	Collaborate in staff meetings to create a list of classroom resource needs. Prioritize the needs and work with SBDM to plan the annual SBDM budget (Principal, Assistant Principal, Teachers, SBDM Members)	



2020-21 Phase Three: Executive Summary for
Schools_11252020_08:37

2020-21 Phase Three: Executive Summary for Schools

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Generated on 12/07/2020

Piner Elementary School

Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
--	---

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?

Piner Elementary School is a small, rural school with 302 students, covering the largest geographical area in the Kenton County School District. 40% of our students receive free or reduced lunch, and we are a school wide Title 1 school. We are beginning to see a higher number of transient students, and a higher number of relatives raising students. The Piner School has been in existence since 1849 and retains its strong community roots. Piner Elementary is truly the center of the community, with multi-generational family connections. In fact, several of our current teachers were Piner students themselves. Piner Elementary maintains a strong alumni group which meets annually. Our school motto is "Piner Elementary-Where Character Counts and Attitude Matters." We promote values such as trust, courage, and honor through out our Core Essentials character program. We also provide social emotional lessons through our Second Step program. Piner Elementary offers many extracurricular activities, such as: Archery, Basketball, Academic Team, STLP, E-Wise club, Running Club, and more. With the receipt of Title 1 funds for summer programming, we also offer multiple enrichment activities in our Summer Learning Program.

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

The Piner Elementary community shares a strong belief that our entire school and community of Piner will work together to ensure that all students obtain a strong academic foundation, success in life, and character based on the traits of trust, courage, honor, and determination. Piner Elementary staff believes in productive/positive attitudes, rigorous teaching and learning opportunities, independent, self-motivated students, development of life skills, instruction in the arts, and excellence in academics. Piner Elementary embraces its mission to be a community based school. Piner Elementary School offers multiple activities outside of school for parents and students. A few of the programs scheduled for the 2020-2021 school year are Family Resource Center programs such as Readifest, Welcome to Kindergarten, Trimester Awards, Student of the Month, and College and Career Day. Along with our parent and student involvement, the staff of Piner Elementary School participates with the continuing progress of implementation of a positive

behavior program through our MTSS system. We promote explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Second Step social emotional program and the Core Essentials program. Additional efforts include the individual student goal setting, continuous influential professional development of staff, and the development of life skills. We encourage each student participating in at least one service learning project during the school year and students in intermediate grades to join a club or team.

. 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.

Points of pride for Piner Elementary School include exceeding the district average on the combined average of students scoring at least 50th percentile on both reading and math MAP assessments. Piner Elementary School is 1:1 with Chromebooks to students in grades K-5. Piner also has a Smartboard and document camera in every classroom as well. This has allowed greater use of instructional technology by our students, helping them to prepare them with 21st Century learning skills and they become college and career ready. Piner Elementary offers a multitude of extracurricular activities for students including such as Archery, Basketball, Academic Team, STLP, E-Wise Club, Running Club and more. We are able to offer after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program. We continue to increase our number of students scoring proficient in writing. To address this we are working through committees and SBDM to review and refine our writing policy and grade level expectations. We have continued to work on closing the gap on our students with disabilities through walks, data analysis of ongoing assessment and professional development. Piner also needs to continue work towards designing instruction for students in MTSS through differentiated instruction, specially designed instruction, student engagement techniques, and use of KPREP-like assessments throughout the year. Teacher use of the weekly assessments in grades K-5 allows teachers to assess and monitor student mastery of academic standards, and then provide re-teaching or enriching as needed.

. **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.

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

Generated on 12/07/2020
Piner Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11252020_08:38

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Piner Elementary School
Dorothy Dennie
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

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.

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

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

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

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

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

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

When analyzing trends, Piner has shown improvement with gap between all students overall and the students in the Free and Reduced (F/R) category in the areas of Reading and Math over the previous two academic years.

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

Based upon the analysis of the gap data trends from the two academic years, the gap group of student with disabilities has lacked progression. Only 33.3% of

students with an IEP scored P/D in reading and only 24.2% of students with an IEP scored P/D in math.

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

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

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

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

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

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

Staff professional development needs were determined by review of student data, teacher/staff survey, KPREP data, and observation/walk through trends. The professional development was a direct reflection of the identified need. We

provided job embedded professional development for teachers on co-teaching strategies. On-going job embedded professional development of strategies to increase student engagement and growth mindset approach in every classroom as well as the quality instruction cycle. Teachers will implement the strategies in the classroom and focus instructional walks and coaching, especially with gap students.

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).

Increase the combined reading percentage of students with disabilities scoring proficient/ distinguished from 33.3 in 2019 to 47.3 in 2021 and math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2021 as measured by KPREP.

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

Step 2: Complete your findings and answers.


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

Closing the Achievement Gap Summary spreadsheet attached below.

ATTACHMENTS

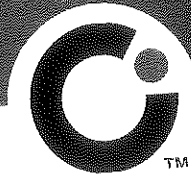
Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Achievement Gap Group Identification- Piner		• I
 Dec. 2020- Measurable Gap Goal- Piner		• III

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

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2024 as measured by KPREP.	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Principal, Assistant Principal and Teachers	Weekly data reviews to determine student learning needs in weekly PLC meetings. Monitor evidence-based program Read 180, System 44 data, and RTA data. Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. Monthly committee meetings, vertical alignment work groups and special education meetings.	\$0



2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_08192020_11:24

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

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.

River Ridge Elementary School

Jena Smiddy 8.19.20



2020-21 Phase Two: The Needs Assessment for
Schools_10132020_13:51

2020-21 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem	10
Strengths/Leverages	11

Generated on 12/10/2020

River Ridge 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?

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

Current State

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

Example of Current Academic State:

- Thirty-four 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.

Impact KY survey results indicated 82% of our teachers have a positive perception of our overall social and learning climate of our school. Impact KY survey results indicated 50% of our teachers have a positive perception of the adequacy of our school resources. The Terrace Metrics Resiliency Survey indicated only 2 out of 139 5th grade students were considered needing priority support for their social/emotional well being. ACCESS results from Spring 2020 indicate that 81% of our English Language learners grew in their language proficiency from 18-19 to 19-20. 18 students who completed the ACCESS test in Spring 2020 obtained a score of 4.5 or higher and exited the EL program. Student perception data indicates that 99% of students surveyed believe our school is a caring place. Fall and Winter 19-20 MAP data indicates a steady growth in the percentage of students scoring above the 50% percentile; Reading increased from 63% to 66% and Math increased from 61% to 65%. **The following data points were taken from the most recent state assessment progress/data. Due to COVID-19, the state assessment did not take place in the spring of 2020. Our overall achievement for Writing increased from 47.8% P/D to 63.5% P/D. Our overall achievement for Social Studies increased from 65.6% P/D to 77.3% P/D. Our rate of 5th grade students scoring P/D in reading increased from 65.6% to 72.2%. 63.5% of our students scored proficient in writing

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

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the 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.

Impact KY Survey results indicate that 50% of our teachers have a positive perception of the adequacy of our school's resources. Impact KY Survey results indicate that 67% of our teachers have a positive perception of the amount and quality of feedback faculty and staff receive. MAP data from Winter of 2020 indicates only 32% of our students with IEPs scoring above the 50th percentile in reading and 34% scoring above the 50th percentile in math. **The following data points were taken from the most recent state assessment data. Due to COVID-19, the state assessment did not take place in the spring of 2020. Our overall proficiency in reading decreased from 66% to 61.5% Our overall proficiency in math decreased from 63.5% to 58.3% 47.95% of our 3rd grade students scored proficient in reading on KPREP. 52.74% of our 3rd grade students scored proficient in math on KPREP.

Trends

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

Trends from the previous two academic years show that continued efforts are needed to increase our overall proficiency in reading and math for all students. Our overall reading proficiency for the 2016-2017 school year was 66% and 65.9% for the 2017-2018 school year. Our most current state assessment data (18-19) shows 61.5% proficiency for reading. For math, our overall proficiency for the 2016-2017 school year was 60.9% and 63.5% for the 2017-2018 school year. Our 18-19 data shows 58.3% proficiency for math. Data trends from the past 3 years show a steady decrease in overall proficiency for both reading and math. Fall and Winter 19-20 MAP data indicates a steady growth in the percentage of students scoring above the 50% percentile; Reading increased from 63% to 66% and Math increased from 61% to 65%. Although our proficiency in these areas is above the state average for all 3 years, they remain a significant area of improvement due to the slight decline in the percentage of students scoring proficient and/or distinguished in both content areas. Our writing achievement increased from 47.8% proficiency in 2017-2018 to 63.5% in 2018-2019. This increase can be attributed to the intentional focus and efforts we placed on increasing the quality of our overall writing instruction, school wide, over the past three years. This data is evidence of the increases and improvements we are capable of achieving when we set clear goals and take intentional steps to achieve them.

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

Strengths/Leverages

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

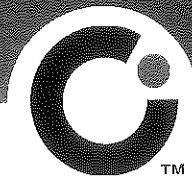
Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our rate of proficient and distinguished students is above the state average in all tested areas. Based on 2019 KPREP data, our school ranks in the top 20% of elementary schools in the state. Our overall score for Separate Academic Indicator (Science, Social Studies, Writing) ranked us 46 out of 724 elementary schools in the state. We demonstrated significant growth in writing proficiency increasing from 47.8% to 63.5%. We decreased our achievement gap for our students with disabilities enough to no longer qualify as a TSI school. Our school earned a 4 star rating according to the new Kentucky accountability system for the 2018-2019 school year. Overall, KY Impact Survey data indicates positive working conditions with an emphasis on Staff-Leadership Relationships (89%), School Climate (82%) and School Leadership (81%). Student perception data shows a positive perception of our school by students with 99% of students surveyed indicating our school is a caring place.

Generated on 12/10/2020
River Ridge Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Two: School Assurances_10132020_13:51

2020-21 Phase Two: School Assurances

River Ridge Elementary School
Jena Smiddy

2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase Two: School Assurances	3
Introduction	4
Teacher Performance	5
Title I Schoolwide Programs	7
Title I Targeted Assistance School Programs	10
Schools Identified for Targeted Support and Improvement	13
All School Programs	14

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

River Ridge 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

River Ridge Elementary School

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

Our current parent and family engagement policy is in need of revision and is in the process of being updated.

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

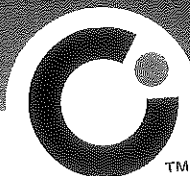
COMMENTS

River Ridge Elementary School

River Ridge Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Two: School Safety Report_10132020_13:52

2020-21 Phase Two: School Safety Report

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

Table of Contents

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5

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, June 11, 2020

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)
-----------------	-------------	--------------------



2020-21 Phase Three: Professional Development Plan for
Schools_10182020_13:42

2020-21 Phase Three: Professional Development Plan for Schools

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

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
--	---

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?

Our mission statement at River Ridge is 'we build the foundation for lifelong learners and productive citizens'. We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability.

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?

Our top two priorities for professional development that support continuous improvement per the needs assessment are general academics in Reading and Math.

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

By 2024, River Ridge Elementary will increase the combined reading and math percentage of students scoring proficient/distinguished from 60% in 2019 to 80% as measured by the school report card. By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card. By 2024, River Ridge Elementary will increase the percentage of students showing growth in MAP for reading from 58.7% in 2019 to 79.3% and for math from 57.3% in 2019 to 78.6% as measured by Measures of Academic Progress (MAP). Ongoing, continuous analysis of formative assessment, common assessment, and state data supports the need to focus improvement efforts on increasing mastery of ELA and Math KCAS standards in order to satisfy the expectations embedded within our school's 20-21 trajectory goals.

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.

For reading, our objective is to increase our percentage of students scoring proficient/distinguished from 61.5% in 2019 to 65.5% in 2021 as measured by the school report card. To achieve this objective, we are implementing the following professional learning activities: all teachers attended two days of PD with Smekens on Literacy Stations and Teaching Reading using Small Groups to differentiate. Through this, teachers learned how to launch efficient and effective literacy stations that build independent readers with targeted and engaging learning. Reading lead teachers at each grade level participated in a vertical alignment collaboration to identify essential standards at each level. Vertical teams worked together to identify skills at each grade to ensure no gaps in our curriculum. Teachers participated in a staff wide PD to revisit and discuss vertical alignment work. Teachers created planning documents to outline the essential skills at the grade level before/after their own level to be used for planning purposes. Teachers collaborate with teams

twice weekly to analyze student assessment data to determine instructional areas of focus and revision. Administration conducts PPR walks each month on 100% of teachers to provide instructional feedback for reinforcement and recommendations.

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

The intended results of these specific objectives include increased student achievement in reading and increased teacher efficacy with reading instruction.

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.

Indicators of success will include MAP assessment data (3 times a year), common assessment data for reading, and weekly formative assessment data taken on mastery of grade level standards. A school wide data dashboard has been created to track and monitor all formative and summative data. Data will be monitored and discussed in weekly admin data meetings and follow up will be provided to teachers on strategies to address deficit areas as defined by the data.

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

Teachers and students

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

Teachers, students, principals

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

Funding to attend the Smeken's Literacy Workshop, time to analyze data, funding for vertical collaboration

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

Teams will meet with administration weekly to analyze data and discuss progress. Ongoing follow up with staff to monitor progress towards overall goals and provide feedback on instruction.

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.

Progress towards goal will be tracked using ongoing (weekly) formative assessment data, Common Assessment data taken each trimester, MAP data taken 3 times a year, and state assessment data taken annually.

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.

For math, our objective is to increase our percentage of students scoring proficient/distinguished from 58.3% in 2019 to 62.3% in 2021 as measured by the school report card. To achieve this objective, we are implementing the following professional learning activities: math lead teachers at each grade level participated in a vertical alignment collaboration to identify essential standards at each level. Vertical teams worked together to identify skills at each grade to ensure no gaps in our curriculum. Teachers participated in a staff wide PD to revisit and discuss vertical alignment work. Teachers created planning documents to outline the essential skills at the grade level before/after their own level to be used for planning purposes. Teachers collaborate with teams twice weekly to analyze student assessment data to determine instructional areas of focus and revision. Administration conducts PPR walks each month on 100% of teachers to provide instructional feedback for reinforcement and recommendations.

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

The intended results of these specific objectives include increased student achievement in math and increased teacher efficacy with math instruction.

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.

Indicators of success will include MAP assessment data (3 times a year), common assessment data for reading, and weekly formative assessment data taken on mastery of grade level standards. A school wide data dashboard has been created to track and monitor all formative and summative data. Data will be monitored and

discussed in weekly admin data meetings and follow up will be provided to teachers on strategies to address deficit areas as defined by the data.

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

Teachers and students

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

Teachers, student, principals

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

Time to analyze data and funding for vertical collaboration

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

Teams will meet with administration weekly to analyze data and discuss progress. Ongoing follow up with staff to monitor progress towards overall goals and provide feedback on instruction.

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.

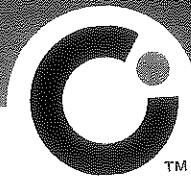
Progress towards goal will be tracked using ongoing (weekly) formative assessment data, Common Assessment data taken each trimester, MAP data taken 3 times a year, and state assessment data taken annually.

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)
-----------------	-------------	--------------------



2020-2021 Phase Three: Comprehensive School Improvement
Plan_10182020_13:40

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

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)
 Goal Builder		.

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

1: Proficiency Goal

Goal 1: By 2024, River Ridge Elementary will increase the combined reading and math percentage of students scoring proficient/distinguished from 60% in 2019 to 80% as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 65.5% in 2021 as measured by the school report card.	1-Design and Deliver Instruction Monitor processes in place to ensure students have an understanding of learning expectations (learning targets, goal setting, and purpose) and know the criteria for success.	-Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. -plan for and implement active student engagement strategies aligned with quality instruction indicators, Kagan structures, and other engagement strategies.	-Use of MAP Data to determine growth over the course of the school year. -Common Assessments and weekly assessments will be used to assess and monitor student mastery towards standards.	MAP data will be analyzed 3 times a year. Common assessments data will be analyzed ongoing. Formative assessment data will be analyzed weekly and biweekly.	\$0
Objective 2: To increase our percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 62.3% in 2021 as measured by the school report card.	2-Design and Deliver Instruction Ensuring instruction is explicit and teachers are monitoring the learning before, during, and after instruction. 3- Review, Analyze, and Apply Data -Assess with formative and summative assessments that are aligned to the standards and learning targets.	-Ensure that instructional modifications are made based on the immediate feedback gained from weekly formative assessments. -Stakeholders will collaborate to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of Choose Love (SEL Curriculum) at all grade levels and monthly data analysis meetings. -Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.	-RTI data will be used to monitor progress with intervention supports. -KPREP data to determine annual growth and achievement for all student groups	RTI data will be analyzed every 6-8 weeks. KPREP (state assessment) will be analyzed annually.	

2: Separate Academic Indicator

Goal 2: By 2024, River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 81.7% as measured by the school report card.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: To increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 67.15% in 2021 as measured by the school report card.	<p><u>1-Design and Deploy Standards</u> Assure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).</p> <p><u>2-Design and Deliver Instruction</u> Implement strategies and programs that are highly effective and collaborate to measure their effectiveness on student writing achievement.</p>	<p>-Collaborate with stakeholders (teachers, administrators, SBDM) to analyze, revise, and implement a writing policy that addresses the current curriculum and is aligned with state standards and expectations.</p> <p>-Design, implement, and analyze a school wide writing plan that is aligned with the writing policy and district writing continuum to ensure consistent, high quality writing instruction across all grade levels.</p> <p>-Implement ongoing collaboration during PLCs to analyze effectiveness of writing program, calibrate writing scoring, and address barriers to student success in writing development.</p> <p>-Implement Smeke's writing framework in all grades to increase quality of writing instruction, strategically plan for a consistent scope and sequence school wide, and calibrate writing instruction across all grades.</p> <p>-Increase writing opportunities across all grades and all content areas to write for a variety of purposes and increase student confidence in and enjoyment of writing.</p>	<p>-Lesson plans reflecting consistent, focused, writing instruction in all grade levels that is aligned with school policy, writing plan, and Smeke's guided scope and sequence.</p> <p>-Student writing samples indicating well developed writing pieces.</p> <p>-Increased writing scores on KPREP</p>	<p>Lesson plans will be monitored and reviewed weekly to ensure writing instruction is being implemented according to school wide writing plan and each grade level scope and sequence.</p> <p>Student writing samples will be analyzed and scored monthly during PLCs</p>
			Funding	
			\$0	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2021 as measured by the school report card.	<p><u>1-Design and Deliver Instruction</u> Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards.</p>	<p>-Ensure ongoing professional development in the area of best practice instructional strategies to aid in curricular adjustments when students fail to meet mastery. Specific strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students.</p>	<p>-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions.</p> <p>-Formative and Summative assessments to track growth and progress of all students with disabilities group.</p>	<p>RTI data will be reviewed every 6-8 weeks.</p> <p>Formative and summative data will be reviewed weekly and monthly at PLC meetings</p>	\$0
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2021 as measured by the school report card.	<p><u>2-Design and Deliver Instruction</u> Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students.</p> <p><u>3- Design and Deliver Instruction</u> Establish protocols for ensuring Tier 1 and Tier II instructional needs are met and next steps for improvement are identified.</p>	<p>-Ensure that formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities.</p> <p>-Utilize resources provided by partnership with Kentucky Autism Training Center (KATC) to inform and educate staff on effective strategies for specialized instruction in order to provide equitable access to the curriculum for all students.</p> <p>-Implementation of Co-Teaching model in all grade levels to calibrate expectations between regular education and special education teachers and to provide high quality specially designed instruction.</p>	<p>-Regular (biweekly) meetings with special education teachers to analyze and evaluate the effectiveness of the co-teaching model.</p>		

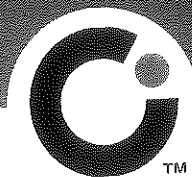
4: Growth

Goal 4: By 2024, River Ridge Elementary will increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 79.3% and for math from 57.3% in 2019 to 78.6% as measured by Measures of Academic Progress (MAP).				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1: To increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 62.8% in 2021 as measured by NWEA reports.</p> <p>Objective 2: To increase the percentage of students showing growth on the Spring MAP test for math from 57.3% in 2019 to 61.7% in 2021 as measured by NWEA reports.</p>	<p><u>1-Design and Deliver Instruction Systems/processes</u> are in place to ensure Tier 1 instruction and assessments meet the intent of the standards.</p> <p><u>2-Design and Deliver Instruction</u> Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students.</p> <p><u>3- Design and Deliver Instruction</u> Establish protocols for ensuring Tier 1 and Tier II instructional needs are met and next steps for improvement are identified.</p>	<p>Continue implementation of a clearly defined RTI school wide process with documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks.</p> <p>-Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine student progress as well as tiered intervention needs.</p> <p>-Ensure curricular discussions and adjustments are part of ongoing PLC discussions and include indicators of the cycle of quality instruction.</p> <p>-Ensure ongoing collaboration with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school.</p> <p>-Continue collaboration in data analysis and student progress towards mastery by analyzing weekly and biweekly standards based assessments to inform instruction.</p> <p>- Enable students to develop leadership roles within the classroom to aide in decreasing off task behaviors to ensure student safety and discipline in all classrooms.</p>	<p>MAP data to be reviewed 3 times a year</p>	<p>Teachers will work with students after each MAP testing session to set goals based on their previous scores.</p> <p>Incentives for growth, achievement, and effort on MAP testing will be in place for students.</p>
			Funding	
			\$10000	

5: Kentucky Impact Survey

Goal 5: By 2024, River Ridge Elementary will increase the percentage of the adequacy of our school resources from 50% in 2020 to 70% as measured by the Kentucky Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of the adequacy of our school resources from 50% in 2020 to 60% in 2022.	<p><u>1-Design and Deliver Instruction</u> Ensure that student and teacher voice is incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements.</p> <p><u>2-Establishing Learning Culture and Environment</u> Ensure that all available resources are deployed to assist students in need (materials, devices, FRYSC, technology, etc.)</p> <p><u>3-Design, Align, Deliver Support Processes</u> Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.</p>	<p>-Create an Ad Hoc committee to evaluate the current state of our resources, determine school wide needs, and collectively create a plan for increasing amount and quality of resources.</p> <p>-Work with grade level team leads for reading and math to inventory program resources currently being used, determine the effectiveness of those resources, and establish a plan for purchase of relevant and rigorous instructional resources.</p> <p>-Review and share AD Hoc and Team Lead findings with SBDM council to help determine budget needs for the 21-22 school year.</p>	Kentucky Impact Survey Results, 2022	Interim survey on status of resources in Sept. 21 and March, 22.	\$0



2020-21 Phase Three: Executive Summary for
Schools_10182020_13:41

2020-21 Phase Three: Executive Summary for Schools

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

Generated on 12/10/2020

River Ridge Elementary School

Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
--	---

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?

River Ridge Elementary is a large public school serving approximately 1,000 students Preschool through 5th grade from Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse mix of students and families across socio-economic, racial, and ethnic backgrounds. The percentage of students qualifying for free or reduced lunch at River Ridge has steadily increased over the past 3 years and is approximately 47%, which qualifies us as a Title One School. For the 3rd year in a row, we have been identified as a CEP school and are eligible to provide free breakfast and lunch every day to all students, due to the high percentage of students on the Free Reduced Lunch Program. In addition, we provide clothing, outerwear, canned goods/non-perishable food, and more through our Family Resource Center. We also offer free dental check-ups and vision screenings to students. We have a very active Parent Teacher Organization who organize and facilitate school wide fundraisers and events to provide technology in our classrooms and engaging events for students and families. We serve approximately 150 students who are considered EL (English Learners) with 19 different spoken languages and over 100 students with disabilities who have an individualized education plan. These sub groups make up 20% of our student population. We currently have 30 students in grades 4 and 5 who have been formally identified as Gifted/Talented in general intelligence, leadership, creativity, language arts, math, science, and/or social studies. A high percentage of our students and families look to RRE as a community resource that offers access to so many services they simply would not otherwise have. In addition to the services listed above is regular access to computers, technology and other 21st century learning tools. Such access is critical because, in our world today, computer knowledge is imperative and children who do not have regular access can fall behind. Indeed, in today's world, access to computer technology is an "initial condition" for academic success because it is a tool that is effective across disciplines, it enhances classroom instruction, and it can make kids more excited about learning. The size, diversity, positive school culture/climate, and community involvement make River Ridge a special and unique place to work and learn every day.

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

program offerings and expectations for students.

Our mission statement at River Ridge Elementary is "We build the foundation for lifelong learners and productive citizens." Our Belief Statements are: We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability. At RRE, we are a PBIS school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is Safe. We are intentional with teaching and modeling our expectations throughout all parts of our building and we celebrate success with behaviors and academics in a variety of ways. We have a comprehensive instructional program with a variety of student instructional needs during the day including a differentiated core instructional block and a comprehensive multi tiered system of support for students requiring academic, behavior, and social/emotional interventions. Teachers and students have access to the following programs: Compass Learning, Fastt Math, Read Naturally, Accelerated Reader, EdMark Reading, Orton Gillingham, Smeken's Writing Framework, and Dreambox. Through our Tier II and Tier III blocks of instruction, we facilitate intervention groups using programs to address the needs and skill deficits of struggling students in both reading and math. We offer many ways to make meaningful connections with students beyond the classroom through activities and clubs such as: Newsteam, Academic Team, Lego Club, Zumba, Basketball, Student Council, 5th Grade Jobs, EWis, Book Club, Drama Club, Choir, Girls on the Run, and Running Club. These opportunities are intended to provide students with extra curricular activities beyond the school day to further develop skills, behaviors, and beliefs related to creating well-rounded students. In addition, through extensive support from our PTO (parent teacher organization) we have made significant efforts to increase technological resources in a sustained effort to become a one to one school. We have also joined a district wide initiative to become a 1:1 school through financial contributions to a long range, systemic plan that involves the purchase, implementation, and maintenance of a 1:1 program. Technology will allow our teachers to consistently utilize online resources, web applications, and other tools in a way that complements the curriculum, enhances and expands upon the educational content being taught, builds upon student enthusiasm, and maximizes individual student learning. The importance of providing students in today's classrooms with current, fully equipped, and accessible technology cannot be overstated because doing so is shown to boost test scores and provide a greater degree of preparedness for high school and beyond.

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

In 2016, River Ridge earned the distinction of being a Proficient school. In 2017, we did not receive an overall score, yet we increased our scores in each tested area from 2016. River Ridge was classified a Proficient school by our school district. With the change in our state accountability system, we did not receive an overall proficiency classification for 2018. However, data analysis indicates achievement levels above the state average in all tested areas (top 21% in the state), a growth score ranking in the top 13% in the state, a science score in the top 7% in the state, and significant growth with our EL student population placing us in the top 10% in the state for EL student proficiency. We were classified as a TSI school due to a low percentage of our students with disabilities scoring at a proficient level overall. In 2019, the state accountability system changed again and all schools were designated a star rating based on performance levels in Proficiency (Reading and Math), Separate Academic Indicator (Science, Social Studies, Writing), and Growth (Reading, Math, Access). River Ridge received a 4 star rating and was designated a high performing school. We scored above the state average in all tested areas with notable growth in writing performance with an increase of over 15% from the previous year. Our Social Studies score increased overall by almost 12% and our Science score maintained with only a 1% decrease. An area of improvement going forward is to increase our overall proficiency in reading and math for all students. In 2019, our overall reading and math proficiency decreased by almost 5% for each content area. Additionally, we will continue to work on increasing proficiency levels for our students with disabilities as our overall proficiency is below the state average for this sub group population. Due to COVID-19 and NTI, the Kentucky state assessment was not administered in the spring of 2020. Therefore, no state data is available at this time to compare/analyze our progress through last year. MAP data, along with formative and summative data taken by teachers, indicates the need for a continued focus on overall reading and math proficiency.

. **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.

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

Generated on 12/10/2020

River Ridge Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_10182020_13:41

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

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.

Attached.

II. Achievement Gap Analysis

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

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

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

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

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

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

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.

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

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

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

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

The River Ridge Elementary School SBDM Council, along with school staff maintain on ongoing focus on analyzing student data and processes, identifying and generating solutions to reduce barriers to learning, and discussion and collaboration of programs and instructional practices yielding high results. Student Achievement and School Improvement Planning are standing times on the SBDM agenda each month. The council is comprised of teachers, parents, and principals and meets monthly to receive updates in the aforementioned areas as well as to discuss and make decision on school improvement efforts. Achievement gap data is analyzed throughout the school year through PLCs with special education staff and

regular education teachers. Teachers analyze MAP data three times a year to determine student mastery towards grade level standards including all sub group student populations. MTSS data meetings occur every 6-8 weeks to analyze intervention data to determine student progress and whether or not interventions are being successful.

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

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

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

III. Planning the Work

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

To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2021 as measured by the school report card. To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2021 as measured by the school report card.



Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

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

Attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Groups		•
 Goal Builder		•

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch - 419	47.18%
Students with Disabilities - 133	14.98%
English Language Learners - 183	20.61%
African American - 46	5.18%
Asian - 89	10.02%
Hispanic - 84	9.46%
Hawaiian/Pacific Islander -4	0.45%
American Indian - 1	0.11%
2 or more races - 58	6.63%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and
By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card.	1- <u>Design and Deliver Instruction</u> Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards.	-Ensure ongoing professional development in the area of best practice instructional strategies to aid in curricular adjustments when students fail to meet mastery. Specific strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students.	Administrators, Regular Education Teachers, Special Education Teachers, Interventionists	-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions.	\$0
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2021 as measured by the school report card.	2- <u>Design and Deliver Instruction</u> Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students.	-Ensure that formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities.		-Formative and Summative assessments to track growth and progress of all students with disabilities group.	
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2021 as measures by the school report card.	3- <u>Design and Deliver Instruction</u> Establish protocols for ensuring Tier 1 and Tier II instructional needs are met and next steps for improvement are identified.	Utilize resources from our partnership with Kentucky Autism Training Center (KATC) to inform and educate staff on effective strategies for specialized instruction in order to provide equitable access to the curriculum for all students.		-Regular (biweekly) meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model.	
		-Implementation of Co-Teaching model in all grade levels to calibrate expectations between regular education and special education teachers and to provide high quality specially designed instruction.			