



2020-21 Phase Three: Professional Development Plan for Schools_12012020_18:56

2020-21 Phase Three: Professional Development Plan for Schools

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Schools</u>	<u>3</u>
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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

We will collaborate as a school and with families to create a loving, safe, community where all children rise to their full potential.

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?

Instruction and Equity

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

Addressing the top two priorities will support our goals to improve proficiency among all students.

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.

Utilize our school instructional process and master schedule efficiently to meet the needs of all students.

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

Student achievement

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

Proficiency scores will be the indicators of success.

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

All staff who work with students.

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

Teachers, principals, and students

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

Time to work, staff leaders to guide the learning

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

PLCs, instructional coaching, administrator feedback with ongoing walkthroughs

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.

Student standard mastery analysis

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.

The goal of equity is to provide all students what they need

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

Improved instructional practices, student achievement

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

Student achievement scores in our gap groups will improve

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

Staff working with students instructionally.

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

Teachers, principals, and students.

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

Time, research, leadership to present best practices

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

Coaching, integrations of ELL staff, PLC

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.

Student achievement data, work samples, and classroom observations

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

N/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_12012020_18:39

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Brooks Elementary School
BettyJo Davis
1430 Brooks Hill Road
Brooks, Kentucky, 40109
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

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Brooks Elementary School has approximately 75% of students qualifying in the gap population. 72.8% of our students qualify economically disadvantaged, approximately 19% are minority students, nearly 16% have a disability, and just about 5% are English language learners. This make-up ensures that our school has one of the highest levels of diversity in our district and provides insight into the African-American and Hispanic cultures that many of our Caucasian students would not experience otherwise.

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

There's still a percentage gap of Proficient/Distinguished students in Reading and Mathematics. Proficient/Distinguished percentage for Economically Disadvantaged group in Reading went from 39.7% in 2018 to 48% in 2019. Math had a more significant jump in percentage of P/D. In 2018, the Econ. Dis. group scored 27.2% and went up nearly 14% in 2019 with a score of 41% Proficient and Distinguished. Students with Disabilities had some gains as well. For reading P/D, our SWD in 2018 scored 15.4% and rose 6.5% in 2019 with a score of 21.9%. There's obvious work to do for SWD in reading but we can also report that Novice was reduced 13% from 2018 to 2019. For Math, Students with Disabilities group reduced novice by 7%, increased P/D by over 7% with a score of 7.7% in 2018 up to a 15.6% in 2019.

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

Proficient/Distinguished percentage for Econ. Dis. and SWD students in Reading increased from 2018 to 2019. Combined Proficient and Distinguished scores for both Reading and Math for SWD was 11.55% in 2018 and rose to 18.75% in 2019. Econ. Dis. combined P/D scores for both reading and Math was 33.45% in 2018 and rose to 44.5% in 2019.

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

There were no recorded areas of regression for 2019 from 2018.

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

BES' PD plan focuses on professional growth that is embedded within Professional Learning Communities and MTSS scheduling. We've partnered with the Louisville Writing Project and the Bellarmine Literacy Project to help increase proficiency in writing and utilize the five components of literacy in our primary classrooms. Upcoming Professional Learning opportunities include (but not limited to) Conscious Discipline, book studies (Your First Year by Todd Whitaker, etc), and studying the AdvancEd standards. Since my special education team is almost entirely new, these teachers will continue to get additional support in the referral process and progress monitoring. We have several new teachers in the building, which includes special education teachers, and we continue the New Teacher Academy where we foster instructional development, provide answers to questions, ongoing professional dialogue, provide feedback, and offer support. Our schedule supports push-in models of instruction for Tier 1 and Tier 2 and allows time for Tier 3 intervention embedded in the daily schedule. We keep Tier 1 sacred and make sure that everyone receives a form of individualized instruction whether in the form of enrichment or intervention.

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.

BES has a continued focus on meeting every child's needs. Through this, it takes team planning, the Professional Learning Community, The Instructional Leadership Team, and school committees to provide high-quality systems through teaching and assessment. Data is shared weekly within the school community to provide a look into the things that are moving positively. Information and other forms of data is shared with our families and community through social media and newsletters. Building positive relationships between our school and families/community has created several new partnerships that will only encourage and enhance our students' learning. This year, we have included KYCTEPS into our Instructional Leadership Team to develop teacher leaders and utilize the Design Thinking Process to continuously improve.

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.)

Brooks utilizes the Leadership Team and Collaborative Teams to analyze data and focus on gap groups to increase achievement. The ILT develops the PD plan to focus on community and improve instructional practice to close the achievement gap. Upcoming Bullitt Days will be focused on the instructional process and assessment to reach all students and provide support within core instruction and adding additional time for Tier instruction through strategic grouping. Committees along with PTA, MAF, and RTA will meet to look for ways to improve our relationship with the community and improve parent/family participation.

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).

In 2020, Brooks looks to increase the combined Reading/Math proficient and distinguished for the Economically Disadvantaged population from 44.5% to 50% and reduce novice from 26.5% to 22.5%. In addition, BES would like to increase SWD P/D for combined Reading and Math from 18.75% to 25%. We'd also like to decrease the percentage of novice for SWD from 50% to 40%.

ATTACHMENTS

Attachment Name



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

Step 2: Complete your findings and answers.

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

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Spreadsheet		• I
 BES 2020-2021 Measurable Gap Goal		• III



2020-21 Phase Three: Executive Summary for Schools_11182020_10:31

2020-21 Phase Three: Executive Summary for Schools

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Table of Contents

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

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

Brooks Elementary School is in a suburban area in Northern Bullitt County, just south of the Louisville Metro. Our district is adjacent to Jefferson County and made up primarily of apartments, trailer parks, and low-income housing. The number of rental housing in our area also brings some student transiency. There has been an increase of students who have experienced significant trauma and students with mental illness, diagnosed and undiagnosed. Social-emotional learning is now a huge part of our curriculum. Over the summer, staff retention was extremely better than in the previous school year. The only major additions were in the special education department. The surrounding community is mostly small business with some warehouses and national chains right off of I65. It's clear that the majority of our families love our students and want what's best for them, but parental involvement is minimal and we have few active, consistent volunteers.

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

Our school's mission is "Brooks Elementary will collaborate with school and families to create a loving, safe community where children rise to their full potential." Our school's previous work with ABRI (Academic and Behavior Response to Intervention) and utilization of Positive Behavioral Interventions and Supports (PBIS); behavior incidents have dropped significantly and we are now a Bronze level PBIS school. Additional supports for Tier II or Tier III interventions are provided daily in a whole school morning meeting and in the classroom for social/emotional time. Our Behavior Intervention team works with our district's behavior specialist and in learning more about dealing with students with trauma and challenging behaviors. Our guidance counselor and mental health coach provide support as needed. Teachers utilize the Kentucky Core Academic Standards along with pacing guides in all content areas which ensure that all students are receiving quality instruction. Grant-based programs such as the Read-to-Achieve grant and the Math Achievement Fund grant ensure that students have opportunities to improve both their academic and behavioral skills while at school. Additionally, we have extra-curricular activities including a performing arts club, archery, academic team, and

robotics. Students are taught and expected to follow the 3 B's expectations (Be safe, Be respectful, and Be responsible) during any and all school activities.

. 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.

Over the years, Brooks has seen its share of ups of downs. With an increased focus on social-emotional learning and a data-driven ethic on teaching to all levels, Brooks has made significant progress both behaviorally and academically. Brooks was one of 20 schools in the state of Kentucky recognized for significant growth and achievement. We believe that the basic needs of the students and community must be met in order to continue changing the narrative for Brooks. Not only do we want to build better relationships with those we serve, we additionally want to take care of our teachers and equip them with strategies to help them build a more resilient and loving school community.

. **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.

na

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

Brooks Elementary School has a team of highly committed faculty and staff who have dedicated their lives to work with students within our Title I school. These individuals are the true foundation of our school and work diligently to ensure that our students have access to the materials and knowledge to become responsible members of our community

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10272020_08:27

2020-21 Phase Two: School Assurances

Brooks Elementary School
Bettyjo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
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

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10212020_15:39

2020-21 Phase Two: School Safety Report

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
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. Staff 9/22 SBDM 10/8.

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. Opening Day

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

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

Yes

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools_08312020_15:03

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Table of Contents

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

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Betty Jo Davis 8/31/20



Brooks Phase II: KDE Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

Table of Contents

Understanding Continuous Improvement: The Needs Assessment	3
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Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

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

The SBDM Council reviewed and analyzed data from the spring 2017 KPrep results during the October SBDM meeting. These results were discussed in depth and broken down by gap group for reading and math which are also currently our two greatest areas of concern. SBDM Council (meets monthly with agenda w/minutes) - Melissa Boyle - Principal/Chairperson; Gina Lyle-Harlow - teacher; Marla Brown - teacher; Tiffani Brown - teacher; Robin Crisp - teacher; Tanya Broell - parent; Rebekah Donovan - parent; Shawna Anderson - parent. This council works to ensure the school's policies and procedures are in place. School Leadership Team (meets every 6 weeks) - Melissa Boyle - Principal; Jodee Slone - Instructional Coach; Jacob Jessie - Guidance Counselor; Taylor Henry - Family Liaison; Sherri Bishop - Family Resource Coordinator review overall procedures and help identify specific areas of concern or celebration. Our BEST team, made up of 3 resource teachers, a classroom teacher from each grade level, a special area teacher, our school counselor, and the district behavior specialist review the school's behavior data, train on specific behavioral strategies, and work towards improving our overall PBIS program. Finally, the Curriculum Committee is made up of the remaining certified staff, instructional coach, and principal. This committee meets monthly to review the school's two identified areas of need based on the Key Core Work Processes for Novice Reduction. In October of 2017, the committee identified Establishing Learning Culture and Environment and Design and Deliver Instruction as our two

areas that our school needs to focus on immediately to improve overall school achievement. Agendas and minutes are collected for all of these meeting.

. 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:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.

-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Based on the spring 2017 KPrep results, our Current Academic State Strengths include: - Achievement points improved to a three year high at 60.1% - Writing - 48.6% of students scored P/D; 46.9% of Gap students scored P/D - 41.7% of our Hispanic students improved in their overall math proficiency by 10.1% Based on the spring 2017 KPrep results, our Current Academic State Weaknesses include: - Reading - 27.1% of students were Novice; 44.3% of students were P/D; 33.5% of Gap students were Novice; 36.6% of Gap students were P/D - Math - 21.5% of students were Novice; 35.1% of students were P/D; 28.0% of Gap students were Novice; 26.7% of Gap students were P/D - Writing - 22.9% of students were Novice; 30.6% of Gap students were Novice
 Non-Academic Current State: - Teacher Attendance: Certified teacher attendance rate was --% for the 2016-17 school year. - The number of behavior referrals for 2016-17 increased by ---% Can use more than just KPrep data/

. Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Based on the 2017 KPrep results: Reading - 55.7% of all students scored below proficiency on KPrep in Reading; 27.2% of those students were Novice; - 36.6% of Gap students scored P/D; 33.5% scored Novice Math - 64.9% of all students scored

below proficiency; 21.5% of those students were Novice - 26.7% of Gap students scored P/D; 28.0 of Gap students scored Novice

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

The most promising trend from the past two academic years is in the area of writing. Brooks has decreased the number of Novice while steadily increasing the number of students P/D. The number of students performing Novice in math has also declined. However, reading scores have gradually declined over the past three years. The Gap groups show no consistency in improvement or decline in any area. Thus, it is evident that there is a breakdown for the core instruction in reading and math for 3rd-5th grades. Go back 3 years for trends - can look year to year or specific groups of students Consider pulling K-2 MAP to compare

. 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 school improvement strategies outlined below:

1- Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment

The Curriculum Committee determined that the two areas in which our school needs to focus most is on number 6 - Establishing a Learning Culture and Environment and number 2 - Delivery of Instruction. - #6 - Teachers on the curriculum committee determined that, although we have a solid Tier I framework for PBIS, they still experience a multitude of interruptions and disruptions throughout the school day. This is likely due to the high number of students from poverty who also have experienced some sort of Adverse Childhood Experience. These students suffer from a variety of barriers to learning including but not limited to inattentiveness, hyper-activity, depression, frustration, and anxiety. Several of our students also suffer from mental health concerns and/or low IQ which is can be a catalyst for poor behavior for some students. In the effort to improve our culture and the learning environment, our school is in the beginning processes of adopting the Conscious Discipline model school-wide. This model is research based and has been proven effective in schools where a large population of students have experienced trauma. #2 - Delivery of Instruction - Teachers have been instructed to turn away from a specific core program and return to the standards for lesson planning. By doing this, they are evaluating their instruction more closely to ensure

that the lessons are congruent to the standards. Each grade level team also had the opportunity to meet with our ABRI representative to discuss pacing guides, planning, and instruction for either reading and/or math. This, along with continued focus on questioning, student engagement, and effective feedback will improve our overall instruction.

. Plainly state, using precise numbers and percentages revealed by current data.

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

Overall, our writing scores improved greatly from 23.0% P/D in 2016 to 48.6% on the 2017 KPrep assessment. This is due in part to the teachers really analyzing and utilizing the writing standards and their writing instruction. Since this was so successful, teachers have been instructed to use similar strategies for reading and math instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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

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

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

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

Measure of Success:

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each)						
<ul style="list-style-type: none">Proficiency Goal (all levels)- By Spring 2023, BES grades 3-5 will increase reading P/D percentage from 50.5% to 59.5% as measured by the KPREP assessment.Proficiency Goal (all levels)- By Spring 2023, BES grades 3-5 will increase math P/D percentage from 41.4 % to 52.1% as measured by the KPREP assessment.Gap Goal By Spring 2023, BES will increase combined reading and math P/D for Students with Disabilities from 18.75% to 33.5% as measured by the KPREP assessmentGrowth Goal By Spring 2023, we will increase the combined Reading and Math growth for grades 3 through 5 from 77.4 to 81.						
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
On KPREP 2019, BES had a combined P/D for reading and math at 44%. That is an increase of 5.5% from 2018 when the score was 38.5%.	BES will have a combined reading and math score of 50% Proficient/Distinguished on KPREP for 2021. That's an 11.5% increase from 2018 to 2021.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	-Create common assessments based on grade level rigor/standard. -Monitor data, place students in MTSS groups accordingly -Develop penalty-free common formative assessments that are solely for understanding and data purposes.	-Study classroom assessment data from weekly PLC's -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well.	\$0	-Weekly PLC meetings to review data -Monthly ILT meetings to review formative assessment data -Title 1 Evaluation Survey administered Spring/Summer 2020 -Title 1 Family Night fall of 2020 -Title 1 Math/Reading Night spring of 2020
The 2019 KPREP scores for BES indicate that the SWD group scored a combined reading and math percentage of 18.75 which was an increase of 7.2% from 2018.	For the SWD group, BES will have a P/D combined reading and math score of 23% in 2021 which will be an overall increase of 7.25% from 2018.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	-Monitor data, place students in MTSS groups accordingly. -Keep building assessments and tracking across grade levels. -Utilize student data cards -Keep tier 1 instruction sacred.	-Study classroom assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well.	\$0	
BES Economically	In 2021, BES Economically	KCWP 3: Design and	-Monitor data, place	-Study classroom	\$0	

Disadvantaged group had a combined math and reading P/D percentage of 38.5, an increase of just over 5% from the previous year.	Disadvantaged group will have a P/D combined Reading and Math percentage of 44%. This will be a percentage increase of almost 11% from 2018's KPREP assessment.	Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	students in MTSS groups accordingly. -Keep building assessments and tracking across grade levels. -Utilize student data cards -Keep tier 1 instruction sacred.	assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well.		
For the 2019 KPREP assessment, BES's reading score was 50.5% up from 44.6% which is an increase of 5.9%.	In the area of reading/growth, BES will increase the number of proficient and distinguished from 50.5 to 60.5% measured by the 2021 KPREP assessment.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	-Create common assessments based on grade level rigor/standard. -Monitor data, place students in MTSS groups accordingly -Develop penalty-free common formative assessments that are solely for understanding and data purposes.	Study classroom assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well.	\$0	
On the 2019 KPREP assessment, BES's math score was 41.4% which was an increase of 9% from 32.4% in 2018.	As measured by the 2021 KPREP assessment, BES will have a math score of 52% up from almost 20% from 2018.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	Create common assessments based on grade level rigor/standard. -Monitor data, place students in MTSS groups accordingly -Develop penalty-free common formative assessments that are solely for understanding and data	-Study classroom assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment	\$0	

			purposes: [REDACTED]	will be built on student achievement as well.		
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Separate Academic Indicator (3 year target)

- SAI Goal By Spring 2023, BES will increase the separate academic indicator from 61.6 to 71.6 as measured by the KPREP assessment.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
On KPREP 2019, our 5th grade P/D for writing was 51.5 which is an increase of 20% from 31.5 in 2018.	For the 2023 KPREP assessment, BES 5th grade will have a writing score of 60.3%.	KCWP 2: Design and Deliver Instruction KCWP 5: Design and Deliver Assessment Literacy KCWP 6: Establishing Learning Culture and Environment	-Utilize the BES writing Pacing guide, created from Writing Plan -Handwriting and Keyboarding without tears	[REDACTED] -Tiered instruction for standard recovery and intervention, based on classroom data.	\$0	-Weekly PLC meetings to review data -Monthly ILT meetings to review formative assessment data -Title 1 Evaluation Survey administered Spring/Summer 2020 -Title 1 Family Night fall of 2020 -Title 1 Math/Reading Night spring of 2020
BES Science P/D scores for 2019 went up to 21.4% from 19.7, which is an increase of 1.7% from 2018.	On the KPREP assessment for 2023, BES 4th grade will have a 35.7% P/D in Science.	KCWP 1: Design and Deploy Standards	-Develop correlated learning targets and pacing guides for STEM and classrooms, congruent to NGSS standards. -Develop assessments and input into Mastery Connect	[REDACTED] -Apply data from Mastery Connect to guide further planning and assessment	\$0	
BES Social Studies P/D scores for 2108 were at 30.1%. For 2019, there	For the KPREP 2023, BES 5th grade will score 56.7% P/D.	KCWP 2: Design and Deliver instruction	-Develop SS pacing guide alongside district model. -Develop assessments and	[REDACTED] -Apply data from Mastery	\$0	

was a 17% increase to 47.1%.	KCWP 3: Design and Deliver Assessment Literacy	input into mastery connect	Connect to guide further planning and assessment	
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