



2020-2021 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Maryville Elementary School
Ann Hance

4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

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

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Ann Louise Hance 9/24/2020



2020-2021 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

Maryville Elementary School
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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

yes

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

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

yes

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

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

yes

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

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

yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

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

yes

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

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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2020-2021 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

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Ann Hance
4504 Summers Drive
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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

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

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

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

One process used for the review, analysis, and application of data is our weekly PLC meetings where we look at common formative and summative assessments. These meetings include the regular education teachers, special education teachers, interventionists, and the leadership team (principal, counselor, instructional coach). These meetings are documented in our PLC agenda folder on Google Drive. Two other times stakeholders look at this data is during monthly Bullitt Days and Faculty Meetings. During this time, both certified and classified staff analyze summative data results, such as KPREP, CASE, common assessments, etc., and create plans for next steps. Our Instructional and Culture Committees meet monthly to analyze school data as well to help with the revision of current school processes and core instruction, both behaviorally and academically. These committees are composed of grade level and team representatives and the Leadership Team. Our SBDM committee meets monthly to review data which influences the revision of school policies. This committee is composed of parents, teachers, and the principal. One member of our SBDM is our PTA President, and she is able to share out data analysis with the PTA board and during PTA meetings.

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.

see attachments

ATTACHMENTS

Attachment Name

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.

see attachments

ATTACHMENTS

Attachment Name

Trends

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

see attachments

ATTACHMENTS

Attachment Name

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 the desired changes for Maryville Elementary, we will focus on the following KCWPs: KCWP 2: Design and Deliver Instruction Some processes within this KCWP that need to be reviewed and revised are our RTI program and protocols and PLC processes. Some practices that will be implemented include a close examination of effective instructional strategies and how they are used in planning and PLC processes. The use of summative and formative assessment data will inform instructional decisions when looking at mastery for students and determining who needs to enter tier 2 or 3 intervention. One condition within the building that needs to be improved is collaboration opportunities between all stakeholders involved in student learning: regular education teachers, special education teachers, interventionists, counselors, parents, etc. This improvement will maximize collaboration between all parties and benefit student achievement by ensuring all parties involved in a student's education are informed of appropriate instruction to close learning gaps. KCWP 4: Review, Analyze and Apply Data Results A process that needs revision for this KCWP is our use of data to drive instruction and tiers of intervention. This will impact our PLC and RTI processes. Some practices that will be involved in this will be the collection, discussion, and use of data. In order to achieve these things, we must look at the condition of collaboration and communication between all stakeholders on student data. We will also focus on ensuring the analysis of data is used to determine instructional next steps, both interventions and enrichments, for all students.

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%.

see attachments

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>CSIP Needs Assessment</u>		<ul style="list-style-type: none">....
 <u>MES Longitudinal Data</u>	Benchmark assessment data over time.	<ul style="list-style-type: none">....

2020-2021 Reading Proficiency Maryville Elementary

	Fall 2019		Winter 2019		Fall 2020	
	CASE	DRA	CASE	DRA	CASE	DRA
K	not tested	not tested	22/64 34%	44/67 66%	not tested	not tested
1st	30/59 51%	6/49 12%	31/58 53%	20/58 35%	35/60 58.3%	4/64 6%
2nd	16/41 39%	7/45 16%	17/43 40%	18/43 42%	17/50 34%	3/50 6%
3rd	22/44 50%	11/42 26%	20/44 45%	24/44 55%	19/39 49%	18/37 49%
4th	29/56 52%	17/45 38%	24/55 44%	32/55 58%	25/48 52%	15/45 33%
5th	26/62 42%	32/68 47%	23/59 39%	38/59 64%	20/51 39.2%	29/43 67%
ALL	123/262 47%	73/249 29%	137/323 42.4%	176/326 54%	116/248 47%	69/239 29%

2020-2021 Math Proficiency Maryville Elementary

	Fall CASE 2019	Winter CASE 2019	Fall CASE 2020
K	not tested	27/64 42%	not tested
1st	19/59 32%	27/58 47%	40/59 67.8%
2nd	13/41 32%	10/43 23%	11/51 22%
3rd	20/44 45%	22/44 55%	16/42 38%
4th	24/56 43%	22/56 39%	19/48 40%
5th	18/62 29%	28/61 46%	22/51 41.5%
ALL	94/262 35.9%	136/326 41.7%	108/251 43%

Reading Proficiency Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPREP 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPRE P 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPREP 2021
K	15/40 38%	20/41 48%	18/41 44%			1/13 8%	3/23 12%			22/64 34%				
1st	23/46 50%	18/42 42%	18/43 42%		24/44 55%	20/43 47%	19/41 46%		30/59 51%	31/58 53%	35/60 58.3%			
2nd	24/50 48%	26/53 49%	16/51 32%		17/42 40%	16/45 36%	17/43 40%		16/41 39%	17/43 40%	17/50 34%			
3rd	16/56 34%	15/51 29%	17/56 31%	17/58 29%	19/56 34%	18/56 32%	16/54 30%	24/58 41%	22/44 50%	20/44 45%	19/39 49%			
4th	31/58 53%	32/58 55%	32/58 55%	32/58 55%	21/60 35%	25/62 40%	19/58 33%	20/60 33%	29/56 52%	24/55 44%	25/48 52%			
5th	27/62 44%	35/62 57%	30/62 48%	31/62 50%	29/60 48%	28/62 45%	25/61 41%	31/62 50%	26/62 42%	23/59 39%	20/51 39.2%			
ALL	136/312 44%	146/307 48%	131/311 42%	80/125 64%	110/262 42%	108/268 40%	99/281 35%	75/180 42%	123/262 47%	137/323 42%	116/248 47%			

Class of 2028, 2029, 2030, 2031, 2032, 2033

Math Proficiency Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPREP 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPREP 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPREP 2021
K	12/40 30%	19/41 46%	21/42 50%		21/60 35%	20/62 32%	30/61 49%			27/64 42%				
1st	26/44 59%	19/42 45%	17/43 40%		21/44 48%	23/43 53%	24/41 59%		19/59 32%	27/58 47%	40/59 67.8%			
2nd	22/50 44%	20/52 38%	18/51 36%		18/43 42%	15/45 33%	19/43 44%		13/41 32%	10/43 23%	11/51 22%			
3rd	19/55 35%	14/53 27%	14/56 25%	20/58 35%	29/56 52%	22/56 39%	20/54 37%	21/58 36%	20/44 45%	22/44 55%	16/42 38%			
4th	30/57 53%	22/58 38%	19/57 33%	26/58 45%	23/62 37%	13/62 21%	21/58 36%	16/60 27%	24/56 43%	22/56 39%	19/48 40%			
5th	52/62 40%	23/62 37%	19/63 30%	24/62 39%	25/60 42%	22/62 35%	22/61 36%	25/62 40%	18/62 29%	28/61 46%	22/51 43%			
ALL	161/308 52.3%	117/308 38%	108/312 34.6%	70/178 39.3%	137/325 42.2%	115/330 34.8%	136/318 42.8%	62/180 34.4%	94/262 35.9%	136/326 41.7%	108/251 43%			

Class of 2028, 2029, 2030, 2031, 2032, 2033

Reading Novice Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPREP 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPREP 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPREP 2021
K	7/40 18%	5/41 12%	9/40 23%			8/13 62%	7/23 30%			8/64 12%				
1st	12/46 26%	11/42 26%	14/42 33%		7/44 16%	10/43 23%	9/41 22%		3/59 1%	2/58 3%	14/60 23.3%			
2nd	14/50 28%	16/53 30%	13/49 27%		20/43 47%	19/45 42%	15/43 35%		20/41 49%	21/43 49%	21/50 42%			
3rd	14/56 25%	19/53 36%	20/55 36%	23/53 43%	13/56 23%	17/56 30%	15/54 28%	18/58 31%	13/44 30%	11/44 25%	9/38 24%			
4th	8/58 14%	12/58 21%	13/59 22%	15/56 27%	18/62 29%	15/62 24%	15/58 26%	17/60 28%	9/56 16%	8/55 15%	15/48 31%			
5th	13/62 21%	17/62 27%	17/60 28%	18/62 29%	11/60 18%	14/62 23%	21/61 34%	14/62 23%	11/62 17%	11/59 19%	15/51 29.4%			
ALL	68/312 22%	80/309 26%	86/260 33%	56/171 33%	69/265 26%	83/281 30%	82/280 29%	49/180 27%	56/262 21.4%	61/323 18.9%	74/247 30%			

Class of 2028, 2029, 2030, 2031, 2032, 2033

Math Novice Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPREP 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPREP 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPREP 2021
K	7/40 18%	11/41 27%	7/42 17%		19/60 32%	20/62 32%	16/61 26%			4/64 6%				
1st	6/44 14%	10/42 24%	11/41 27%		12/44 27%	12/43 28%	5/41 12%		15/59 25%	6/58 10%	8/59 13.6%			
2nd	8/50 16%	13/52 25%	10/50 20%		13/43 30%	17/45 38%	14/41 34%		15/41 37%	15/43 35%	26/51 51%			
3rd	14/55 25%	15/53 28%	20/54 37%	19/53 36%	14/56 25%	17/56 30%	15/54 28%	15/58 26%	9/44 20%	5/44 11%	10/42 24%			
4th	11/57 19%	11/57 19%	17/58 29%	13/56 23%	19/62 31%	22/62 35%	17/58 29%	17/60 28%	19/56 34%	16/56 29%	12/48 25%			
5th	20/62 32%	20/62 32%	21/59 36%	17/62 27%	18/60 30%	22/62 36%	24/61 39%	19/62 31%	27/62 44%	17/61 28%	9/53 17%			
ALL	66/308 21.4%	80/307 26.1%	86/304 28.3%	49/171 28.7%	95/325 29.2%	110/330 33.3%	91/316 28.8%	51/180 28.3%	85/262 32.4%	63/326 19.3%	65/253 26%			

Class of 2028, 2029, 2030, 2031, 2032, 2033



2020-2021 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Maryville Elementary School
Ann Hance
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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2020-21 Phase Three: Executive Summary for Schools

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

Maryville Elementary School (MES) is located in Northern Bullitt County, KY. MES is an urban, community school located in the center of a neighborhood, where many students still walk or ride their bicycles to school. Many of the students attending MES are second/third generation, and the families have a strong tie to the school. School attendance, and now participation, has been a focus over the last few years to reinforce the strong correlation between attendance and school success. Our current enrollment is down this year and sits around 330, and being an identified Title I school, our free and reduced lunch population stays around 73%. An average of 22% of our population has an identified disability. The average school attendance for the past few years is around 96.5%. Our certified staff sits at 27, and our classified staff sits at 17, with an average of 9 teaching years experience. MES underwent a massive renovation 3 years ago, and we are collaborating with the community and PTA to fund raise for a playground.

. 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.

Maryville Elementary School (MES) believes in the importance of addressing the whole child by meeting emotional, behavioral, and academic needs, while still holding all students to high expectations. MES' mission statement, which was rewritten August 2019, reads: A family growing together in a safe, loving place to empower our students for success. We live this mission out by embodying the following three words: Motivate. Empower. Succeed. Recently, the school pledge and school-wide behavior expectations were updated by staff and students using "Patriot PRIDE." Our exceptional faculty and staff demonstrate excellence in teaching and a sincere commitment to meeting the needs of each individual student.

. 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.

Maryville Elementary School is one of few Bullitt County schools to earn the Gold Status of PBIS implementation from the University of Louisville. Our school counselor has been recognized as the Kentucky School Counselor of the Year. The majority of our primary teachers, Instructional Coach, and Principal have been honored as laureates through the Bellarmine Literacy Project. There are a number of National Board Certified Teachers, and one teacher with her Doctorate. Our main focus for improvement is novice reduction and increased proficiency in reading, math, and writing.

. **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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Maryville Elementary School
Ann Hance
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

see attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Currently, 73% of our students fall into the free and reduced lunch gap group. 22.4% of our student population has an identified disability. Many of our students have experienced some degree of trauma, and MES has focused on meeting the emotional and behavioral needs of our students. Staff has participated in multiple hours of Trauma Informed Care professional development to help meet our student needs. A strong emphasis has been placed on building stakeholder relationships to support our students from every direction.

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

Achievement gaps still exist for our Special Education and Free/Reduced student populations in all subjects.

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.

Using our summative data from our fall CASE assessments in 2019 and 2020, we saw some improvements in proficiency with our GAP groups. Proficiency increased by 16.2% for our students with disabilities GAP group in reading. Proficiency increased by 18.3% for our students with disabilities GAP group in math. Proficiency increased by 10.8% for our free and reduced lunch students in math.

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.

Using our summative data from our fall CASE assessments in 2019 and 2020, proficiency decreased by 11.2% for our free and reduced lunch students in reading.

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

One practice that has prevented the school from closing achievement gaps is the lack of intentionality when planning intervention lessons for students. During PLCs in the past, we have focused on unpacking standards and ensuring congruent assessments and instruction. Moving forward, we will focus on using common formative assessment data during PLCs to identify Kentucky Academic Standards (KAS) gaps to determine instructional next steps and interventions for students.

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 leadership team, interventionists, classroom teachers, and special education teachers use PLCs to identify the instructional needs of our gap students based off common formative and summative assessment data. Tier 2 interventions are based off a student gap in the Kentucky Academic Standards (KAS). Tier 3 interventions are based off foundational skills that go beyond the grade level standards. With a focus on data analysis and determining next instructional next steps, achievement gaps will begin to close. Ann Louise Hance- principal Kaet Barron- counselor Carrie Compton, Margie Linde, Libby Pollett, Teresa Cox- instructional coaches Kristy McMillen- family liaison

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 PD Plan includes 6 hours of PBIS and Culture Building to ensure students have a safe and loving environment that promotes learning for all. 6 hours are dedicated to learning effective, concrete and semi-concrete math strategies. Another 6 hours focus on guided reading PD, so all students literacy needs can be met. There are flexible PLC hours, which includes deconstructing standards, writing congruency common assessments, analyzing data, and planning interventions and enrichments based off data. The principal and instructional coach are invited to attend all PLC work.

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).

see attached

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.

see attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Achievement Gap Group Identification</u>		• I
 <u>MES 2021 CSIP Goal Builder</u>		• III

Gap Group/Total number of students
Free and Reduced Lunch- 241 students
Special Education- 74 students

Percentage of Total School Population
73%
22.40%

Academic Data		2019 Bullet Points	2020 Bullet Points
Elementary Reading (all students)	41% proficient/distinguished	44.7% proficient/distinguished	
Elementary Math (all students)	39.2% proficient/distinguished	41.3% proficient/distinguished	
Elementary Writing	26.2% proficient/distinguished	new data available when students return in person	
Elementary Science	11.7% proficient/distinguished	N/A	
Elementary Social Studies	23% proficient/distinguished	N/A	
Students w/Disabilities Reading (all students)	18.8% proficient/distinguished	35% proficient/distinguished	
Students w/Disabilities Math (all students)	16.7% proficient/distinguished	35% proficient/distinguished	
Students w/Disabilities Writing	0% proficient/distinguished	new data available when students return in person	
Students w/Disabilities Science	0% proficient/distinguished	N/A	
Students w/Disabilities Social Studies	0% proficient/distinguished	N/A	
Economically Disadvantaged Reading (all students)	54.8% proficient/distinguished	43.6% proficient/distinguished	
Economically Disadvantaged Math (all students)	29.2% proficient/distinguished	40% proficient/distinguished	
Economically Disadvantaged Writing	26.7% proficient/distinguished	N/A	
Economically Disadvantaged Science	9.3% proficient/distinguished	N/A	
Economically Disadvantaged Social Studies	20% proficient/distinguished	N/A	
Non-Academic Data			
Behavior	112 Referrals YTD	3 weeks of in person school, and there have been ZERO referrals.	
Student Attendance	96.05% (2018/2019 school year)	96.88 (2019/2020 school year)	
Teacher Attendance	94.7% (2018/2019 school year)	89.79 (2019/2020 school year)	

Academic Data	2019 Bullet Points	2020 Bullet Points
Elementary Reading (all students)	Percent proficient/distinguished has continued to decline each year since 2015. Percent of novice decreased from 2018 to 2019 by 5%.	From fall 2019 to winter 2019/20, we saw a decrease in proficiency. From winter 2019/20 to fall 2020, we saw an increase in proficiency. We had novice reduction from fall 2019 to winter 2019/2020. However, our novice percentage increased from winter 2019/20 to fall 2020.
Elementary Math (all students)	Percent proficient/distinguished has continued to decline each year since 2016. Percent novice remained the same from 2018 to 2019.	From fall 2019 to winter 2019/20 to fall 2020, we saw an increase in proficiency with each benchmark assessment. We had a large novice reduction from fall 2019 to winter 2019/20, but novice percentages went back up on our fall 2020 benchmark.
Elementary Writing	Percent proficient/distinguished increased almost 10% from 2018 to 2019.	new data available when students return in person
Elementary Science	Percent proficient/distinguished declined from 2018 to 2019. Percent novice increased from 2018 to 2019.	N/A
Elementary Social Studies	Percent proficient/distinguished rose 2% from 2018 to 2019. Percent novice decreased 11% from 2018 to 2019.	N/A
Students w/Disabilities Reading (all students)	Percent proficient/distinguished declined from 2018-2019. Percent novice decreased from 2018 to 2019.	Increase in proficiency from fall 2019 to fall 2020.
Students w/Disabilities Math (all students)	Percent proficient/distinguished increased from 2018-2019. Percent novice decreased from 2018 to 2019.	Increase in proficiency from fall 2019 to fall 2020.
Economically Disadvantaged Reading (all students)	Percent proficient/distinguished declined from 2018-2019. Percent novice decreased from 2018 to 2019.	Decrease in proficiency from fall 2019 to fall 2020.
Economically Disadvantaged Math (all students)	Percent proficient/distinguished increased from 2018-2019. Percent novice decreased from 2018 to 2019.	Increase in proficiency from fall 2019 to fall 2020.
Economically Disadvantaged Writing	Percent proficient/distinguished increased 16% from 2018-2019. Percent novice decreased 16% from 2018 to 2019.	new data available when students return in person
Economically Disadvantaged Science	Percent proficient/distinguished decreased from 2018-2019. Percent novice increased from 2018 to 2019.	N/A
Economically Disadvantaged Social Studies	Percent proficient/distinguished increased from 2018-2019. Percent novice decreased from 2018 to 2019.	N/A
Non-Academic Data		
Behavior	Total number of referrals has increased since 2018.	

Student Attendance
Teacher Attendance

Student attendance has improved since the 2018-2019 school year.

Teacher attendance has improved since the 2018-2019 school year.

Student attendance has improved since the 2019/2020 school year.

Teacher attendance has declined since the 2019/2020 school year.

After closely analyzing our last few summative data points, we have come to the following conclusions: Our CASE data from Fall 2019 to Winter 2019/20 is indicative of the PDSAs ([Math PDSA](#), [ELA PDSA](#)) put into place in the Fall of 2019. Our proficiency data increases or remains consistent over the course of the year, because many of these students were completing work in structured and supportive learning environments. These students were receiving tier 1 instruction and did not need additional tiers of instruction. Our novice percentages increased from winter 2019/20 to fall 2020, because these students were not able to receive the same level of intentional intervention they had received in person before closures in March 2020. This population of students also fall into multiple gap groups and have completed remote learning in unstructured learning environments.

Academic Data		2019 Bullet Points	2020 Bullet Points
Elementary Reading (all students)		P/D decreased by 3%	proficiency decrease by 5% (CASE fall to winter)
Elementary Math (all students)		P/D decreased by 5%	
Elementary Writing		P/D increase by 10%	new data available when students return in person
Elementary Science		P/D decreased by 28% and novice increase by 14%	N/A
Students w/Disabilities Reading (all students)		P/D decreased 8%	N/A
Economically Disadvantaged Reading (all students)		P/D decreased by 5%	proficiency decrease by 11.2% (CASE fall to fall)
Economically Disadvantaged Science		P/D decreased by 28%	N/A
Non-Academic Data			
Teacher Attendance		Only 103 referrals in 2018, and we already have 112 with 2 months remaining.	Last year our staff attendance percentage was 94.39%, and it has decreased to 89.79% (last percentage given in March 2020).
Behavior			

After closely analyzing our last few summative data points, we have come to the following conclusions: Our CASE data from Fall 2019 to Winter 2019/20 is indicative of the PDSAs ([Math PDSA](#), [ELA PDSA](#)) put into place in the Fall of 2019. Our proficiency data increases or remains consistent over the course of the year, because many of these students were completing work in structured and supportive learning environments. These students were receiving tier 1 instruction and did not need additional tiers of instruction. Our novice percentages increased from winter 2019/20 to fall 2020, because these students were not able to receive the same level of intentional intervention they had received in person before closures in March 2020. This population of students also fall into multiple gap groups and have completed remote learning in unstructured learning environments.

Academic Data		2019 Bullet Points	2020 Bullet Points
Elementary Reading (all students) Elementary Math (all students) Elementary Writing Elementary Social Studies		novice decrease by 5%	novice reduction of 2.5% (CASE fall to winter)
		P/D increase by 10%	proficiency increase by 5.8% and novice reduction of 13.1% (CASE fall to winter)
		P/D increase by 2% and novice decrease by 11%	new data available 11/6/2020
			N/A
Students w/Disabilities Reading			
Students w/Disabilities Math		P/D increase 6% and novice decrease by 10%	proficiency increase by 16.2% (CASE fall to fall) proficiency increase by 18.3% (CASE fall to fall)
Economically Disadvantaged Reading (all students)		novice decrease by 11%	N/A
Economically Disadvantaged Math (all students)		P/D increase by 2% and novice decrease by 6%	proficiency increase by 10.8% (CASE fall to fall)
Economically Disadvantaged Writing		P/D increase by 16% and novice decrease by 16%	N/A
Economically Disadvantaged Social Studies		P/D increase by 5% and novice decrease by 10%	N/A
Non-Academic Data			
Student Attendance		Student attendance has improved from 95.71% to 96.05% since the 2018-2019 school year. Last year our staff attendance percentage was 93.39%, and it has improved to 94.39%.	Student attendance has improved from 95.71% to 96.88% since the 2017/2018 school year.
Teacher Attendance			N/A

After closely analyzing our last few summative data points, we have come to the following conclusions: Our CASE data from Fall 2019 to Winter 2019/20 is indicative of the PDSAs ([Math PDSA](#), [ELA PDSA](#)) put into place in the Fall of 2019. Our proficiency data increases or remains consistent over the course of the year, because many of these students were completing work in structured and supportive learning environments. These students were receiving tier 1 instruction and did not need additional tiers of instruction. Our novice percentages increased from winter 2019/20 to fall 2020, because these students were not able to receive the same level of intentional intervention they had received in person before closures in March 2020. This population of students also fall into multiple gap groups and have completed remote learning in unstructured learning environments.



2020-2021 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Maryville Elementary School
Ann Hance

4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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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?

District Mission: To inspire and equip our students to succeed in life. School Mission: A family growing together in a safe, loving place to empower our students for success. We live this mission out by embodying the following three words: Motivate. Empower. Succeed.

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?

Maryville's top two priorities for professional development that support continuous improvement are Guided Reading PD and Math Instructional Strategies PD.

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

Our school goals include novice reduction in reading and math and proficiency increase in reading and math. These goals are reflected in our Comprehensive School Improvement Plan.

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.

Teachers will grow their knowledge around Jan Richardson's guided reading model. They will implement these models to meet the diverse literacy needs of students.

ATTACHMENTS

Attachment Name

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

Novice reduction and proficiency increase in reading for all students. Teachers will understand and implement Jan Richardson's guided reading model for all students.

ATTACHMENTS

Attachment Name

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.

novice reduction and increased proficiency

ATTACHMENTS

Attachment Name

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

certified teachers; interventionists

ATTACHMENTS

Attachment Name

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

students, teachers, interventionists

ATTACHMENTS

Attachment Name

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

part-time guided reading coach; guided reading materials

ATTACHMENTS

Attachment Name

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

Teachers and interventionists will be coached throughout the year to continue support.

ATTACHMENTS

Attachment Name

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 literacy data

ATTACHMENTS

Attachment Name

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.

Teachers will learn effective math instructional strategies to implement into daily math instruction.

ATTACHMENTS

Attachment Name

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

Teachers will implement concrete and semi-concrete math strategies to increase student math achievement.

ATTACHMENTS

Attachment Name

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.

novice reduction and increased proficiency

ATTACHMENTS

Attachment Name

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

certified teachers and interventionists

ATTACHMENTS

Attachment Name

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

students, teachers, interventionists

ATTACHMENTS

Attachment Name

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

part-time math instructional coach; bby Publications math resources

ATTACHMENTS

Attachment Name

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

Teachers will be coached throughout the year to support continued growth and learning.

ATTACHMENTS

Attachment Name

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.

common formative and summative math assessments; CASE math; KPREP math


ATTACHMENTS

Attachment Name

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)
 <u>Maryville Elementary 2021-2022</u> <u>PD Plan</u>		<ul style="list-style-type: none"> • 4a • 4b • 4c • 4d • 4e • 4f • 4g • 4h • 5a • 5b • 5c • 5d • 5e • 5f • 5g • 5h

Bullitt County Public Schools



Professional Development Plan 2020-2021

School Name: Maryville Elementary

Date: December 1, 2020

Principal's Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2020-2021

School:	Maryville Elementary
Planning Process Participants	Ann Louise Hance, principal Kaet Barron, counselor Carrie Compton, instructional coach SBDM Committee
Description of Overall Needs Assessment	Surveys, observations, instructional data, and perception data were used to determine school improvement needs, thus driving PD priorities.
Description of Planning Process	Certified staff completed a survey on PD needs for the 2020-2021 school year. The leadership team reviewed these surveys to develop learning opportunities that aligned with current district initiatives. The leadership team used the current CSIP to ensure alignment.

Final Plan Due to Assistant Superintendent for Student Learning: April 29, 2021

Bullitt County Public Schools

Professional Development Plan 2020-2021

Identified Student Learning/School Improvement Need(s): (connect to student data, CSIP, etc.)	Professional Learning Activity	Description of Activity	Learning Outcomes for Participants	Start, End Date and # of Hours	Estimated Cost AND Funding Source	Outcomes/Progress/Success Evidence (to be reviewed by SBDM council throughout the year)
Last year a new points system was introduced to students to replace our money system within PBIS. This year, houses will be introduced to build culture and community throughout the building.	PBIS / Culture Building	Teachers will learn about the House System from our Ron Clark Committee and how it will be implemented into our PBIS system.	Teachers will understand and implement the school-wide houses with our PBIS system. Teachers will incorporate our PBIS points system into our school wide houses.	July/August 2021 3 hours	N/A	
Perception data has demonstrated a need to build relationships amongst staff, so we are entering the school year on a united front.	Culture Building	Teachers will participate in team building activities to strengthen staff relationships and create a positive culture moving into the 2020-2021 school year.	Teachers will grow communication skills to enhance school culture. Teachers will collaborate to solve problems.	July/August 2021 3 hours	~\$1,500 Fund 22	

CASE and common formative and summative assessments have demonstrated a need to grow teacher pedagogy around guided reading.	Guided Reading	Teachers will grow knowledge around guided reading from Margie Linde, our guided reading instructional coach.	Teachers will understand and implement Jan Richardson's guided reading model.	July/August 2021 6 hours	~\$600 Title I	
CASE and common formative and summative assessments have demonstrated a need to grow teacher pedagogy around guided reading.	Math Instructional Strategies	Teachers will learn from Libby Pollett with bby Publications to grow knowledge around effective math instructional strategies.	Teachers will implement concrete and semi-concrete math strategies to increase student achievement.	July/August 2021 6 hours	~\$1000 Title I	
CASE and common formative and summative assessments have demonstrated a need to review and implement the instructional process through PLCs to support core instruction and RTI.	Instructional Process	Teachers will identify the first or second unit on the math or ELA pacing guide. They will be guided through the instructional process to backwards plan the entire unit of learning.	Teachers will follow the instructional process to create a congruent and complete math or ELA unit.	August 2020-May 2021 Flex 6 hours	N/A	
Data analysis and PLC meetings have demonstrated the need to review priority standards and write common formative and summative	PLC Work	Teachers will collaborate with their PLCs to review priority standards and write common formative and summative	Teachers will create congruent common formative assessments to be used in daily instruction and analyzed during	August 2020-May 2021 Flex 6 hours	N/A	

assessments to equally measure student progress towards mastery of standards.		assessments that will be used throughout the school year. These will be turned in and checked for congruency.	PLCs.			
The addition of new staff members and the different classroom settings teachers work in will require flexibility in the type of PD they receive.	Flexible PD	PD relevant to individualized teacher needs and related arts teacher needs. **Must be principal approved. **	*newly hired teachers *newly graduated teachers *related arts teachers *special education teachers Teachers will receive differentiated PD to grow professionally.	August 2020-May 2021	N/A	



2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Maryville Elementary School
Ann Hance
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

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

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

N/A

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MES 2021 CSIP Goal Builder		.

Maryville Elementary School

Comprehensive School Improvement Plan (CSIP)

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

Proficiency/Gap/Growth Goals (3 year target for each)						
<ul style="list-style-type: none">• Proficiency- Increase reading proficiency from 41% to 51.7% by December 2023.• Proficiency- Increase math proficiency from 34.8% to 46.7% by December 2023.• Growth- Increase combined reading and math proficiency to 49.2% by December 2023.• Gap- Increase combined reading and math proficiency for economically disadvantaged from 31.5% to 43.95% by December 2023.• Gap- Increase combined reading and math proficiency for students with disabilities from 12.5% to 28.4% by December 2023.						
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
Reading proficiency currently sits at 41%, which is a 3.4% decline from 2018. Our main objective in reading is to increase proficiency and decrease novice.	Increase the percentage of reading proficiency from 41% to 46.4% by May 2021.	KCWP 2: Design and Deliver Instruction The desired outcome is that all students have access to rigorous and viable curriculum. The activities will ensure teachers design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach proficiency.	Bellarmine Literacy Project- Highly qualified primary teachers are participating and have participated in the Bellarmine Literacy Project. These highly qualified teachers are implementing the 5 components of reading within their daily reading instruction and completing assessments to measure mastery of standards.	<ul style="list-style-type: none">• DRA• PASS• TOWRE• Words Their Way• ELEOT Walkthroughs	District Funds	-Title I Family Mental Health Night, January 2021 -Title I Teacher Engagement PD @ Ron Clark Academy, Fall 2021
	Increase combined reading and math proficiency to 43.55% by May 2021.		LEAP- Highly qualified, certified teachers and LEAP committee will provide Saturday and Summer School instruction to K-2nd grade students, focusing on improving foundational skills in literacy.	<ul style="list-style-type: none">• DRA• PASS• Running Records• Progress Reports	District Funds	-Title I Family Literacy Night, March 2021 -Title I Instructional Tutors (2.5) provide additional reading and math instruction during RTI block; provide differentiated support
	Increase the combined percentage of reading and math proficiency for students with disabilities from 12.5% to 20.45% by May 2021.		Literacy Instructional Coaching and Professional Development- A highly qualified, part time instructional coach provides monthly professional development for K-2nd grade teachers with an emphasis on guided reading instruction. This coach also leads teachers through monthly, week-long coaching cycles.	<ul style="list-style-type: none">• DRA• PASS• TOWRE• Words Their Way• Guided Reading Lesson Plans• ELEOT Walkthroughs	\$14,700- Title I Funds	-Title I Literacy Instructional Coach co-teaching, modeling, and coaching on guided reading instruction in grades K-2
	Increase the combined percentage of reading and math		PLCs- Highly qualified teachers and the leadership team participate in weekly PLC meetings to deconstruct priority standards, create congruent assessments, and plan congruent instruction.	<ul style="list-style-type: none">• PLC Minutes• Lesson Plans• Pacing Guides• Common Assessments• Assessment Pacing Guide		-Title I Math PD to provide concrete and semi-concrete

	proficiency for economically disadvantaged students from 31.5% to 37.7% by May 2021.		<p>MTSS- Horizontal grade level teams collaborate with interventionists to design and deliver differentiated instruction based off student needs.</p> <p>ESS Tutoring- Students not reaching proficiency in reading and math receive ESS tutoring during the school day based off their learning gaps.</p> <p>LEAP- Highly qualified, certified teachers and LEAP committee will continue to analyze data to identify K-2nd grade students who would benefit from Saturday and Summer School, which will focus on improving foundational skills in literacy.</p> <p>PLCSs- Highly qualified teachers, the leadership team, and interventionists participate in weekly PLC meetings to analyze student data and growth.</p> <p>ABRI- The leadership team will collaborate with KY-ABRI to implement and refine effective school-wide academic and behavior RTI.</p> <p>MTSS- Students who do not reach mastery on common formative assessments will receive tier 2 and/or tier 3 interventions to grow them out of the novice performance level. Highly qualified teachers and interventionists collaborate during PLCs to create intentional plans targeting learning gaps.</p> <p>Math Instructional Coaching and Professional Development- A highly qualified math trainer provides monthly professional development for 3rd-5th grade teachers and interventionists with an emphasis on concrete and semi-concrete math models. This trainer also leads teachers through monthly coaching cycles.</p> <p>PLCs- Highly qualified teachers and the leadership</p>	<ul style="list-style-type: none"> students moving in and out of tiers 2 and 3 based off current student data Common Formative and Summative Assessments DRA PASS Progress Reports PLC Minutes PLC Data Protocol Minutes Behavior Data Analysis Proficiency Data Analysis students moving in and out of tiers 2 and 3 based off current student data common summative and formative assessment data ELEOT Walkthroughs PLC Minutes 	<p>\$67,354- Title I Funds</p> <p>\$9,699- ESS Funds</p> <p>District Funds</p> <p>\$67,354- Title I Funds</p> <p>\$20,000- Title I Funds</p>	<p>strategies for math instruction in grades 3-5</p> <p>-Title I Evaluation Survey, April/May 2020</p> <p>-Title I Open House Night, August 2020: families conduct a needs assessment on Title I Program</p> <p>-Title I Family Math Night, October 2021</p>
Math proficiency currently sits at 34.8%, which is a 4.4% decline from 2018. Math novice currently sits at 28.7%, which is no reduction	Increase the combined percentage of reading and math proficiency for students with disabilities from 12.5% to 20.45% by May 2021.	<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>The desired outcome is that all students have access to rigorous and viable curriculum. The activities will ensure teachers design and</p>				

from 2018. Our main objective in math is to increase proficiency and decrease novice.	Increase the combined percentage of reading and math proficiency for economically disadvantaged students from 31.5% to 37.7% by May 2021. Increase the percentage of math proficiency from 34.8% to 40.7% by May 2021. Increase combined reading and math proficiency to 43.55% by May 2021.	deliver congruent instruction, and students will receive differentiated instructional support to help them reach proficiency. KCWP 4: Review, Analyze, and Apply Data The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.	team participate in weekly PLC meetings to deconstruct priority standards, create congruent assessments, and plan congruent instruction. MTSS- Horizontal grade level teams collaborate with interventionists to design and deliver differentiated instruction based off student needs. PLCSs- Highly qualified teachers, the leadership team, and interventionists participate in weekly PLC meetings to analyze student data and growth. ABRI- The leadership team will collaborate with KY-ABRI to implement and refine effective school-wide academic and behavior RTI. MTSS- Students who do not reach mastery on common formative assessments will receive tier 2 and/or tier 3 interventions to grow them out of the novice performance level. Highly qualified teachers and interventionists collaborate during PLCs to create intentional plans targeting learning gaps.	<ul style="list-style-type: none"> Lesson Plans Pacing Guides students moving in and out of tiers 2 and 3 based off current student data PLC Minutes PLC Data Protocol Minutes Behavior Data Analysis Proficiency Data Analysis students moving in and out of tiers 2 and 3 based off current student data 	<ul style="list-style-type: none"> \$67,354- Title I Funds

Separate Academic Indicator (3 year target)

- SAI Goal- Increase writing proficiency from 26.2% to 39.6% by December 2023.

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
Writing proficiency currently sits at 26.2%. Writing novice currently sits at 42.6%. Our main	Increase the percentage of writing proficiency from 26.2% to 32.9% by May 2021.	KCWP 2: Design and Deliver Instruction The desired outcome is that all students have access to rigorous and viable curriculum. The activities will ensure teachers	Instructional Committee- An instructional coach and highly qualified teachers collaborate to create school-wide writing plan, including on demand protocol and short answer and extended response protocol.	<ul style="list-style-type: none"> Writing Plan On Demand Protocol Short Answer and Extended Response Protocols Writing Data Tracker ELEOT Walkthroughs 		<ul style="list-style-type: none"> -Title I Teacher Engagement PD @ Ron Clark Academy, Fall 2021 -Title I Family Literacy Night, March 2021

<p>objective in writing is to increase proficiency and decrease novice.</p>		<p>design and deliver congruent instruction, and students will receive differentiated instructional support to help them reach proficiency.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>The desired outcome is that formative and summative assessment data from the classroom is used to determine instructional next steps to ensure all students reach mastery of standards.</p>	<p>Writing Instructional Coach- A highly qualified writing trainer from OVEC provides monthly instructional feedback and effective writing strategies for K-5th grade teachers.</p> <p>PLCs- Highly qualified teachers and the leadership team collaboratively score and determine instructional next steps on demand, short answer, and extended response writing.</p>	<ul style="list-style-type: none"> • Lesson Plans • ELEOT Observations • PLC Minutes 		
				<ul style="list-style-type: none"> • On Demand Writing • Short Answer Writing • Extended Response Writing • Writing Data Tracker 		