

**2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09012020_16:17**

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

MT. Washington Elementary
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United States of America

**Last Modified: 09/01/2020
Status: Locked**

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

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

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Julie Shumaker 9-1-2020

2019-20 Phase Two: School Assurances MWES

2019-20 Phase Two: School Assurances

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Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

We are not Title 1.

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

Title I Targeted Assistance School Programs

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

Schools Identified for Targeted Support and Improvement

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

- ☐ Yes
- ☐ No
- ☒ N/A

All School Programs

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

- ☒ **Yes**
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ **Yes**
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☐ Yes
- ☐ No
- ☒ **N/A**

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 MWES Phase Two: School Safety Report_09282020_13:42

2020-21 Phase Two: School Safety Report

MT. Washington Elementary
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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

ATTACHMENTS

Attachment Name



Evacuation Routes



SBDM agenda

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

ATTACHMENTS

Attachment Name



signature page

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- By September 15th it was revised and shared with the staff, SBDM and first responders.

ATTACHMENTS

Attachment Name



Training Schedule

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

ATTACHMENTS

Attachment Name



Opening day agenda



Training Schedule

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

ATTACHMENTS

Attachment Name



Disaster Drill Dates



Training Schedule

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

ATTACHMENTS

Attachment Name









Disaster Drill Dates

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)
 Disaster Drill Dates		• 7 • 8
 Evacuation Routes	Shows both the first and second routes out of each classroom	• 1
 Opening day agenda		• 6
 SBDM agenda		• 1
 signature page	This had the signatures of the fire and police dept. indicating we shared the emergency plan.	• 2
 Training Schedule		• 5 • 6 • 7

Opening Day
8/17/2020
Every Child Every Day!

Time	What	Where	Why
??	Treats!!	Great Hall	Because PTA Loves you
8:30 - 9:15	<u>Sign In</u> Welcome and celebrations - Shumaker <u>Norms</u> - Shumaker Introductions - Shumaker <u>MWES HUB</u> -Bickley/Shumaker Attendance- Lyn Finance- Jill FRC- Sherry Flower Fund- Raque	Gym Social Distance 6ft...	
9:15 - 9:25 9:30-9:40 9:45-9:55 10:00-10:10	Stations: (10mins) <ul style="list-style-type: none"> Supervision plan: Virtual Open House- Bickley "relaxation" <u>Taking Care of You</u> <u>Evaluations</u> - Shumaker "Self Care" <u>Weekly slides</u> Emoji challenge- Adams "reflection" SEL families (logging in IC): Chara ed.- Franklin "positive attitude" 	Group 1: Gym(Kleiholter) Group 2: primary learning lab(Raque) Group3: library(Grieve) Group 4: Cafeteria(Perry) Name in () will make a seating chart	District/State expectations
10:20-10:40	School Safety Plan- Shumaker/Bickley <u>Inventory of Skills</u> Pink, Red and Green cards Draw string bag.. Sign your keys out with Starla... If you already have them, please sign them out. Covid 19 Staff Protocol	Zoom https://zoom.us/j/92969012545?pwd=TjUydnhVMk4xdEN4aWd2RnhwTXZGZz09	Safety
10:45-11:00	Expectations for the 2020-2021	<u>Webinar</u> (also on MWES calendar)	District/MWES expectations

11:00-12:00	Lunch	???	mmmm
12:00	<u>Staff picture....</u> Enter your Bit Emoji on the corresponding slides. Be creative	In Google Slides	
3:30	Work on your Virtual Open House (due 8/21)	Classroom	Welcoming families
3:30-3:45	Reflection : <u>Opening Day Plus/Delta</u> Please take a few minutes to complete the reflection. Use this <u>google form</u> to ask any questions and share any thoughts. This is not optional, you have to have at least one thought and question.	Online	Provide feedback

Groups for stations:

Group 1: teachers of even numbered grades (K,2,4)

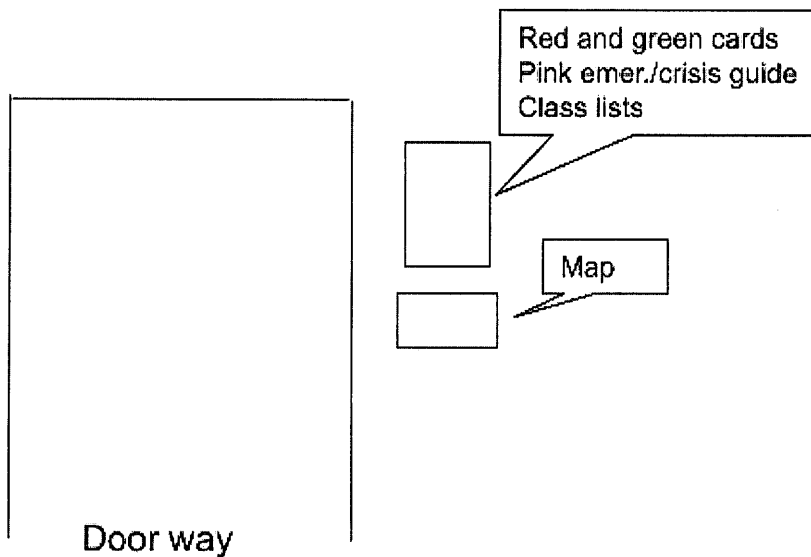
Group 2: related arts and sped

Group 3: all classified

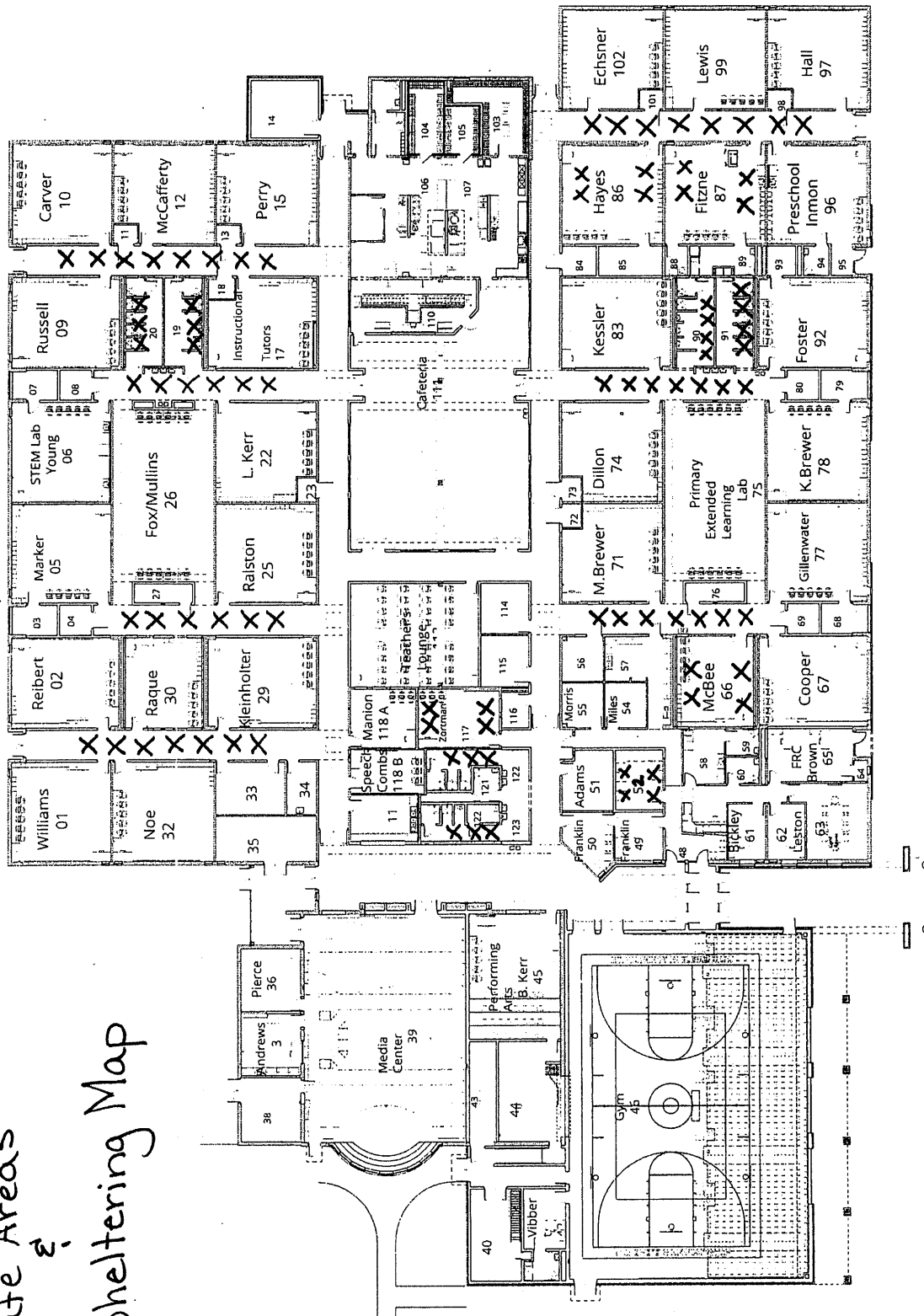
Group 4: teachers of odd numbered grades (1,3,5)

Location of Emergency/Crisis Procedures

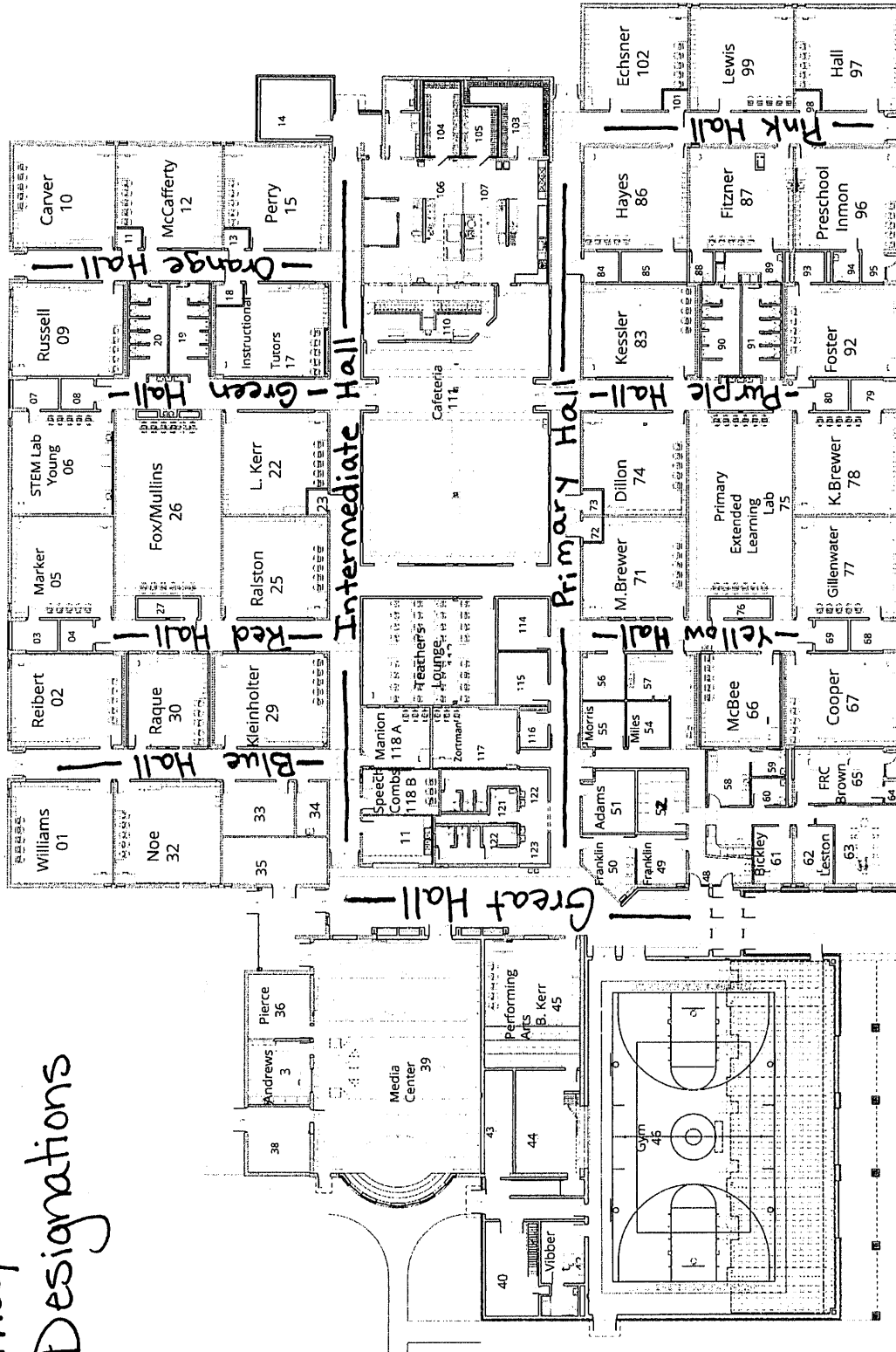
All rooms where staff members, students, or community members may visit have a two card system posted by the door. The cards are hung on the non-hinge side of the door. There is a laminated map with the evacuation routes and severe weather locations on it. A clear file sleeve is hung above the map containing the emergency/crisis reference guide, a red card, a green card, and their class lists. Any room that does not have classes has a clear file sleeve only containing the emergency/crisis reference guide, red card, and green card.



Severe Weather Safe Areas & Sheltering Map



Hallway Designations

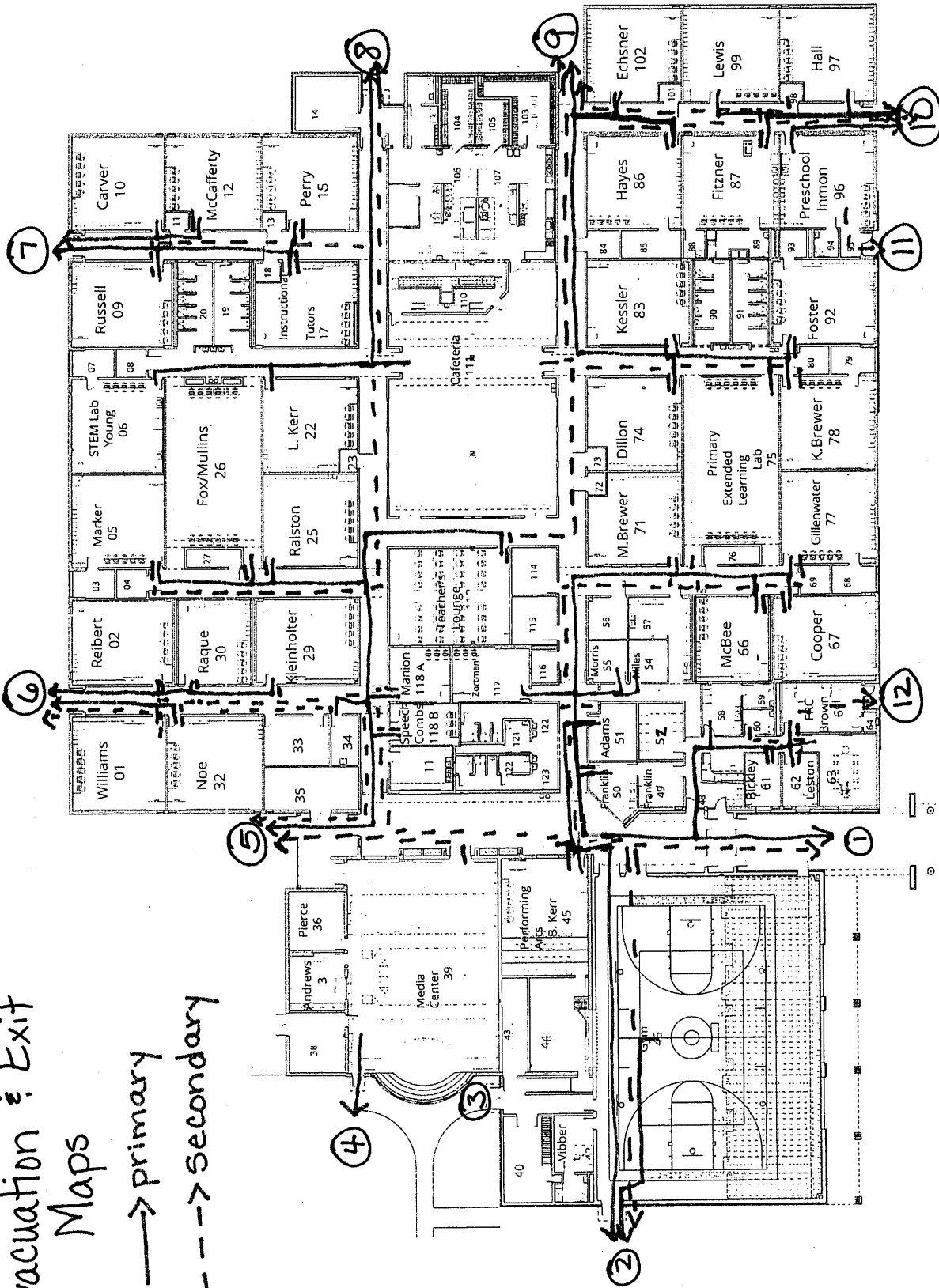


Evacuation & Exit

Maps

→ primary

---> secondary



1 KEY PLAN

MWES 2020-21 Phase Two: The Needs Assessment for Schools_09012020_16:22

2020-21 Phase Two: The Needs Assessment for Schools

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Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, 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?

There is a data protocol in place that is used regularly to analyze data during staff meetings, PLC's and Team facilitator meetings. The PLC teams meet once a week to examine both summative and formative assessments. This protocol is used to drive the next steps in instruction for reteaching opportunities or enrichment. On the third PLC of the month, the teams meet with the Social Worker, the Special Education coach, and the School Psychologist to discuss students having continual academic and behavior concerns. The SBDM Council examines data with a different lens. This data is an overall picture of the school, rather than individual student progress. There are four SBDM committees that serve four purposes/ functions for the building. These committees use a variety of data based on their There is a data protocol in place that is used regularly to analyze data during staff meetings, PLC's and Team facilitator meetings. The PLC teams meet once a week to examine both summative and formative assessments. This protocol is used to drive the next steps in instruction for reteaching opportunities or enrichment.

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 Attached

ATTACHMENTS

Attachment Name

 MWES CSIP Needs Assessment

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 Attached

ATTACHMENTS

Attachment Name

 MWES CSIP Needs Assessment

Trends

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

See Attached

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

We will focus on KCWP #5: Design, Align and Deliver Support. Our Focus/Guiding question will be "What will we do if they know it already, don't know it, or need other support?" The focus of discussion is about how to help move the students that need more support, mainly our students with IEPs and our MTSS students. Our plan is to create a system where students have the time and support to reach proficiency. In order to do this we will develop a systematic approach to how support is provided along with an effective evaluation process to determine which approach/ approaches are most effective for each student needing support.


Strengths/Leverages

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

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

Strengths: Although our reading scores have dropped, it is still our highest scores. Good reading skills this will help our students to better read and interpret math story problems and grow as a writer. The goal will be to use this score to assist in raising other area scores (ie: math and writing). Another strength is our attendance rate is high over the last five years, it has averaged 96 to 97%. That means there are more opportunities to assist our students' growth in writing and math. We also have a very strong parent/ community involvement. 95% of our parents attended parent/ teacher conferences last year, and we were able to log in about 10,000 hours of volunteers' time. This type of support will be crucial in the growth of our students academically.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MWES CSIP Needs Assessment		:

Academic Data		2020	2019
	Based off of Fall CASE data 3rd grade: 15% Novice, 31.2% Apprentice, and 54.17% proficient and distinguished 4th Grade: 24.21% Novice, 17.89 Apprentice, and 56.89 Proficient and Distinguished 5th Grade: 27.18 Novice, 26.21 Apprentice, and 46.6% Proficient and Distinguished	3rd grade: 74% of our girls are proficient/distinguished, only 44.9% of our boys are proficient/distinguished 4th grade: 64.7% are proficient/distinguished. 5th grade: 68.5 % are proficient/distinguished	
Reading	Based off of Fall CASE data 3rd grade: 12.5% Novice, 32.3% Apprentice, and 45.2% proficient and distinguished 4th Grade: 21% Novice, 28% Apprentice, and 50.4% Proficient and Distinguished 5th Grade: 8.7% Novice, 51.5% Apprentice, and 39.7% Proficient and Distinguished	3rd grade: 54.2% are proficient/distinguished and only 29.2 % are apprentice 4th grade: 41% are proficient/distinguished and 43.5% are apprentice 5th grade: 51.2 % are proficient/distinguished and 33.9% are apprentice 43% of our girls are proficient/distinguished, only 29.1% of our boys are proficient/distinguished total 37% are proficient/distinguished.	
Math	On Demand Scores will come soon	No students are distinguished 58.8% are apprentice	
Writing	No data is currently available, will use common formative assessments to monitor student progress	58.2% are proficient/distinguished.	
Science	No data is currently available, will use common formative assessments to monitor student progress	Did not have as a subgroup	
Social Studies	Did not have a subgroup	3rd grade: 57.9% are proficient/distinguished and only 21.1 % are apprentice 4th grade: 57.1% are proficient/distinguished and only 9% are novice. 5th grade: 59.4 % are proficient/distinguished and 25% are apprentice 3rd grade: No distinguished. 47.4% are proficient 4th grade: 33% are proficient/distinguished and 47.6% are apprentice 5th grade: 43.8 % are proficient/distinguished and 40.6% are apprentice 28.1% are proficient/distinguished 46.9% are apprentice No students are distinguished No students are novice 28.6% are proficient 71.4% are apprentice	
Students w/Disabilities	Based off of Fall CASE data for all grades 3-5: 27% Novice, 30% Apprentice, and 52.7% proficient and distinguished	40.6% are proficient/distinguished	
Economically Disadvantaged Reading	Based off of Fall CASE data for all grades 3-5: 21.3% Novice, 44.9% Apprentice, and 34.7% proficient and distinguished	Did not have this subgroup	
Economically Disadvantaged Math	On-Demand Scores coming	There are relatively few behavior concerns, although boys are more likely to have a major infraction. All students complete a processing sheet.	
Economically Disadvantaged Writing		Total student attendance was 96.24% with 5.26% of the students that were chronic.	
Economically Disadvantaged Science		Total staff attendance was in the 80th%.	
Economically Disadvantaged Social Studies			
Homeless Students			
Non-Academic Data			
Behavior	Due to remote learning student behavior has not been a concern		
Student Attendance	Due to remote learning and COVID19 attendance is based off student participation when in remote.		
Teacher Attendance	Total Staff attendance has remained constant in the 80th%.		

Academic Data		2020	2019
Reading	There has been an 11.8% decrease in proficient and distinguished scores resulting in a rise in the percent of novice (22.45%) and apprentice (24.83%) based on the GAP CASE assessment.		
Math	Our scores still continue to slowly decline. 48.3% are proficient or distinguished. Which looks to be a rise from previous years, but this was also a GAP analysis for CASE (the students' previous years standards)	Math scores are slowly dropping.	
Writing	Currently working on On Demand writing samples: will update when completed.	43% of our girls are proficient/distinguished, only 29.1% of our boys are proficient/distinguished total 37% are proficient/distinguished. This is the lowest score in the past 4 years of KPREP.	
Science	No data is currently available, will use common formative assessments to monitor student progress.	No students are distinguished 58.8% are apprentice	
Social Studies	No data is currently available, will use common formative assessments to monitor student progress		
Students w/Disabilities	This is not a subgroup.	This was not a subgroup.	
Economically Disadvantaged Reading	The percentage of apprentice is larger than all other individual categories at 30.3%. The total percentage of novice and apprentice (57.3%) exceeds the total percentage of proficient and distinguished (42.7%).		
Economically Disadvantaged Math	Only 33.7 % are proficient/distinguished.		
Economically Disadvantaged Writing		This score is continuing to drop.	
Economically Disadvantaged Science (all levels)		No students are distinguished No students are novice 28.6% are proficient 71.4% are apprentice	
Economically Disadvantaged Social Studies			
Homeless Students	This is not a subgroup. There are no concerns.	This is not a subgroup. There are no concerns.	

Academic Data		2020	2018, 2019
Reading		Over all reading scores are trending down. The Gap CASE assessment shows a 11.8% decrease in proficient and distinguished scores.	The number of proficient and distinguished is slowly rising. 2019-64.6%
Math		The number of proficient and distinguished decreased by 1.4% based on the Gap Case assessment.	The number of proficient and distinguished is slowly dropping. 2019-49.7%
Writing		On Demand data coming	The number of proficient and distinguished is slowly dropping. It is at the lowest ever.
Science			
Social Studies			
Students w/Disabilities Reading		There is an increase in novice (37.5%) and apprentice (32.5%). However, there has also been an increase in the number of distinguished (7.5%).	The percent of apprentice(28.6%) has dropped, but the number of novice (25.7%)and proficient(40.%) rose.
Students w/Disabilities Math		There continues to be a decrease in the number of novice (20.0%) and proficient (20.0%). The percentage of novice and apprentice (67.5%) exceeds the percentage of proficient and distinguished (32.5%). However, there has been an increase in the number of distinguished (12.5%).	The percent of novice(34.3%) is lower, and the number of apprentice (40%) rose. Also the percent of distinguish (2.9%) is lower, and the number of proficient (22.9%) rose.
Students w/Disabilities Writing			There was no trend data
Students w/Disabilities Science			There was no trend data
Students w/Disabilities Social Studies			There was no trend data
Economically Disadvantaged Reading		The percentage of apprentice is larger than all other individual categories at 30.3%. The total percentage of novice and apprentice (57.3%) exceeds the total percentage of proficient and distinguished (42.7%).	The number of distinguished is growing over the past few years to 16.7%
Economically Disadvantaged Math		The percentage of apprentice exceeds all other areas at 44.9%.	Math percentages has been steadily going down in both apprentice and proficient, but the rise in distinguished has not been that great.
Economically Disadvantaged Writing			Writing is historically low for proficient/distinguished, but higher than the overall percentage.
Economically Disadvantaged Science			There are 0 distinguished.
Homeless Students			This is not a subgroup
Non-Academic Data			Bullet Points
Behavior		Due to COVID 19 and intermittent remote learning behavior infractions remain low.	The trend is that behavior infractions are low and have maintained that low number.
Student Attendance		Due to COVID 19 and intermittent remote learning attendance is based on participation at times with a 5 day grace period.	The trend is attendance for students has remained in the 96th%.



MWES 2020-21 Phase Three: Executive Summary for
Schools_10282020_11:55

2020-21 Phase Three: Executive Summary for Schools

MT. Washington Elementary
Julie Shumaker
9234 Hwy 44 E
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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?

Mt. Washington Elementary (MWES) is located in Mt. Washington, Kentucky. This beautifully remodeled building has an enrollment of 540 students and about 60 staff members. Mt. Washington is located in Bullitt County, the school district includes 13 elementary schools, 6 middle schools, and 3 high schools, the Bullitt Advanced Math and Science (BAMS) Center and the Career Readiness Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district. On average spending per pupil is \$8,902 per school year. The student/teacher ratio is 18:1. The educational qualifications of the teaching staff includes 23.1% having a BA, 65.1% having a M.A, 12% having a Rank certification and 2 National Board Certified teachers. The community is growing quickly as many new houses are being built. In the last three years over a hundred new homes have gone into new developments. The community is proud of their elementary school, and boasts six thousand hours of volunteer hours in the 2019-2020 school year. A unique challenge that all of the schools located in Mt. Washington have is the quickly growing population and how to accommodate the students and families needs. Attached is the school report card indicating the demographics of MWES.

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

The School's purpose statement, in short, is "Every Child - Everyday". The vision statement is "to empower all members of our learning community to strive for excellence as they develop into successful, engaged, lifelong learners." The mission statement is "to provide all students the opportunity to participate in engaging, rigorous and collaborative learning activities. Our learning community will work to equip students to become reflective, lifelong learners, and successful leaders of the 21st century." Our school fully embraces the Positive Behavior Interventions and Support (PBIS) school wide expectations : Be Respectful, Be Responsible, Be Cooperative, Be Your Best. Students are reminded daily and praised for following the Braves Expectations. They are rewarded with verbal praise and Braves "Bucks". The clip chart, which is used school-wide, helps the students to self monitor their behavior, as well as encourages them to continue to make the best choices. The 'Braves Bucks' allow students to make decisions about spending or saving their

bucks. We embody our vision/mission statements with programs such as Character Education, Core Plus time in reading and in math, MTSS for both academics and behavioral, PLCs (Professional Learning Community) collaborative teaching with special education teachers, and collaborative teaching with our gifted and talented teacher. This school year our school has a 1:1 ratio of Chromebooks for all students, and there are interactive boards in all classrooms.

. 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.

Historically, Mt. Washington Elementary has been very proud of their students' academic performance on the KPREP tests. In the 2016-2017 testing cycle, the school attained a Distinguished rating. The 2017-2018 KPREP scores gave us a rating of "Other", which was the desired rating from the state at that time. We do not have KPREP data from 2019, as we were in a Pandemic and all state assessments were cancelled. In 2019, our school received recognition from the US Department of Energy for making great strides in energy conservation. Our yearly attendance rate consistently exceeds 95%. Our number of volunteer hours have increased each year. Our teachers often receive grants to supplement student learning, particularly in the area of technology, arts and humanities. MWES has a supportive Family Resource Center who assists our staff, students and families diligently removing barriers to student achievement. We also implement the national Watch D.O.G.S. program, which invites male father figures into the building to serve as role models for our students. Areas of improvement: In the spring of 2020, our school was forced to go into NTI non traditional instruction. This method of instruction was used through the end of school in May. We also have started our school year in remote learning, but made many improvements to our approach to teaching in this style. The team will continue to provide training to the entire school staff related to TIC. Improving our instruction is always at the forefront of our minds. Writing continues to be our school wide focus area for improvement. In the spring of 2018 our school formed a committee to analyze our writing curriculum and make recommendations based on their findings. As a result we now have an action plan that addresses our writing curriculum vertically and cross curricularly. This committee is responsible for planning professional development days and is part of creating the professional learning plan. We also want to be sure our students are prepared for the ever changing world of technology. Also due to the Pandemic, we will work to improve our reading and math scores. A final area of improvement is to develop more effective ways to monitor the effectiveness of our programs both academic and behavioral.

. **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.

Does not apply

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

No thank you.

Attachment Summary

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

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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 attached.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

The school climate and culture as it relates to the GAP population, fosters effective instructional strategies, sound interventions, and data-based decision making. GAP students are identified and strategies are implemented to support these students academically. Educators continuously seek methods to meet the needs of the students.

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

Economically Disadvantaged Reading: we have not closed our gaps as of now; however, we continue to work toward closing the gap for P/D group compared to all students. The Gap P/D performed at 58% and all students were 64.6% We would like to focus on pushing our novice/apprentice into the proficient/distinguished categories in reading. Math: The data indicates that we have consistently hovered between 41% - 44% P/D for the economically disadvantaged group.

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.

Economically Disadvantaged: Writing: we have closed the gap for the economically disadvantaged group for P/D making a 2 year gain to have about a 3% increase from 2017-2019. Increasing the Distinguished from 3% in 2018 to 6.3% in 2019. Math- the percentage of students achieving novice was decreased from 20.9% in 2018 to 16.7% 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.

Economically Disadvantaged: Reading: we have decreased our P/D from 62.6% in 2018 to 58.3% in 2019. Our focus will be to move the larger number of apprentice back to Proficient based on categorical data.

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

COVID is one condition that has prevented our school from closing the existing and persistent achievement gaps. In March 2020 our students started non-traditional instruction (NTI) which consisted mostly of paper packets and a couple of virtual lessons for those that had internet and technology access. Students concluded the year in NTI missing vital direct instruction on key grade level standards. The lack of technological resources (chromebooks and internet) for ALL MWES students and staff was also a condition that prevented us from closing the achievement gaps during NTI. As we moved into the current 2020-2021 school year the development of a flexible schedule for small group and whole group instruction in a remote learning environment was another obstacle to closing the achievement gap. The identification of specific student needs and tailored instruction to meet those needs, keeping in mind the loss of instruction for all students during NTI was also a process that prevented the school from closing the gap. Another barrier for many families is the limited amount of resources offered to families including those dealing with mental health.

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.

Once the admin team received and analyzed the data, we then shared that data with teachers and staff. SBDM committees met to identify process that were currently in place and then create a improvement plan to close the achievement gap. Teachers meet regularly in professional learning communities to discuss student progress and areas of need. Bullitt Days along with faculty meetings are utilized for planning with our support staff to help meet the needs of our students in order to close the achievement gap. The district has provided the Instructional Tutors/support staff Professional Learning opportunities during Bullitt Days to strengthen their skills. Based on data and conversations the remote learning schedule has been adjusted to allow time throughout the day for tutors/support staff to support our students and teachers in closing the achievement gap. Our counselor and Family Resource Center Coordinator work alongside our trauma informed care team to help provide resources ranging from dietary support to small group support in order to help our families dealing with trauma.

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.)

Teachers will use collaborative planning time focusing on standards and instruction that our students missed during spring NTI 2020. This time will also be used to adjust the pacing guides to incorporate key standards from previous grade level as well as identify the power standards necessary for success in the current grade level. The professional development plan will incorporate the study of a reading intervention program that grades first through fifth may use to help close the achievement gap in reading (RISE).

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).

MWES will decrease the percentage of students scoring below proficiency in reading from 41.7 to 38.5 by the spring of 2023. MWES will decrease the percentage of students below proficiency in mathematics from 58.3 to 54.3 by the spring of 2023.

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 attachments

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>MWES 2020-2021 Achievement Gap Group Identification</u>		• I
 <u>MWES 2021-2022 Measurable Gap Goal</u>		• III

Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged / 50	9.2
SPEED/ 32	6

Grades 3-5
Grades 3-5



MWES 2020-2021 Phase Three: Comprehensive School
Improvement Plan_10282020_11:54

2020-2021 Phase Three: Comprehensive School Improvement Plan

MT. Washington Elementary
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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.

See attached.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MWES CSIP 2021		.

A 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, Baldridge, etc.*).

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

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

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

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

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

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

Requirements for Building an Improvement Plan

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

Proficiency/Gap/Growth Goals (3 year target for each) <ul style="list-style-type: none"> Proficiency Goal: By 2023 MWES will increase the number of students scoring in proficient and distinguished in mathematics from 49.4% to 52.9%. Gap Goal: By 2023 MWES will increase the number of economically disadvantaged scoring in proficient and distinguished in mathematics from 41.7% to 45.6%. Growth Goal: By 2023 MWES will decrease the number of students scoring apprentice in mathematics from 35.1% to 25.1% and reading from 24.4% to 19%. 						
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)
Currently MWES economically disadvantaged students have hovered around 42% in mathematics for the past several years (43.8, 41.3, 44.0, and 41.7)	MWES will increase the number of economically disadvantaged students scoring proficient and distinguished in mathematics from 41.7% to 43.0% by spring 2021. (Gap Group)	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data KCWP 5: Design, align, and deliver support processes. What systems are in place to ensure appropriate academic interventions are taking place? What data points inform modification to curriculum and instructional practices?	Professional Learning Communities (PLC). The PLC's will analyze data and develop strategies and groups based on data. These teams will develop a schedule for time in the school day for Reteaching and/or enrichment of standards. Utilize staff survey data and admin observations to continue to offer specific professional development opportunities on the Workshop model. These PD opportunities will be tailored to meet the needs based on the data collected.	Common Formative and Summative Unit Assessments, Use of standards tracker for students mastery level per standard/learning target	\$0	N/A
Currently MWES has been sporadic in the percentage of students scoring apprentice in math and reading for the past 3 years: 36.4,	MWES will decrease the number of students scoring apprentice in math from 35.1% to 31% and reading percentage	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to	Guided Reading instruction shall target fluency and comprehension.	Developmental Reading Assessment (DRA)	\$0	

30.9, and 35.1 for math and 23.2, 22.8, and 24.4 for reading.	from 24.4% to 20.% by spring 2021. (Growth Goal)	increase the quality of math instruction. KCWP 5: Design, align, and deliver support processes. What systems are in place to ensure appropriate academic interventions are taking place? What data points inform modification to curriculum and instructional practices?	Professional Learning Communities (PLC). The PLC's will analyze data and develop strategies and groups based on data. Continue to offer PD on the Workshop model Utilize MTSS process and resources	Common Formative and Summative Unit Assessments Monthly MTSS meeting with PLCs		
Currently MWES has been sporadic in the percentage of students proficient/distinguished in math for the past 3 years (41.3, 54.7, and 49.4).	MWES will increase the number of proficient/distinguished in math percentage for all student groups from 49.4% to 50.9% by spring 2021. (Proficiency Goal)	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase the quality of math instruction. KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through	Instruction shall target Mathematical Practices with a focus on problem solving. Utilize the OVEC associated with math delivery of instruction. Professional Learning Communities (PLC) Teachers will meet to discuss math	CASE assessment results Common Formative Assessments [REDACTED]	50	
		KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Continual PD in the instructional process	Use of standards tracker for students mastery level per standard/learning targets.		

		collaboration with principals. This will provide support and/or address needs through the analysis of data.	instructional needs to evaluate math instruction for effectiveness to ensure students are receiving the rigorous and aligned math curriculum	Use of PLC process Look and Listen Survey/Data		
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Separate Academic Indicator

- SAI Goal : By 2023 MWES will increase the number of students scoring in proficient and distinguished in writing from 37% to 47%.

<ul style="list-style-type: none"> By 2022 MWES will increase the number of students scoring in proficient and distinguished in Science from 35.3% to 45.3% 					
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding
On KPREP the percentage of students scoring Proficient/Distinguished in the past few years have been 50.0, 44.1, and 35.3. 2019 was an all time low of 3.1% scoring distinguished in writing.	MWES will increase the writing percentage of proficient/distinguished students from 37% to 41.3% by spring of 2021.	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data. KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase quality of writing instruction. KCWP 5: Design, align, and deliver support processes. What systems are in place to ensure appropriate academic interventions are taking place? What data points inform modification to curriculum and instructional practices?	Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students. Implement a curricular plan using research-based resources to assist in vertically aligning standards and curriculum through the leadership and development of a writing committee (building wide)	Curriculum-Based Measurement (CBM) Fall 2020, Winter 2021, Spring 2021 On-Demand Writing Scrimmage Analysis Fall 2020, Winter 2021, Spring 2021, and Fall 2021 Use of PLC process Look and Listen Survey/Data	\$0
					\$0

<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>		
<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>		
<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>		
		<div>[REDACTED]</div>	<div>[REDACTED]</div>	<div>[REDACTED]</div>		
				<div>[REDACTED]</div>		



MWES 2020-21 Phase Three: Professional Development Plan for Schools_10282020_11:56

2020-21 Phase Three: Professional Development Plan for Schools

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

2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

Every Child Every Day!! Our school works to empower students to become life long learners by providing a nurturing learning environment. Our faculty and staff demonstrate excellence in teaching and a commitment to meeting the needs of each student.

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

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

Our top two priorities are improving math and writing instruction. Math and writing have been a focus since the 2019-2020 school year and with the Pandemic slowing our ability to receive current normed referenced data, we are going to continue that focus. Math scores have slowly been declining and the writing scores have traditionally been our lowest scores.

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

If we increase the pedagogy in both writing and math instruction, then we will develop stronger students in these areas. Hence this will raise our math and writing scores on the KPREP assessment. During the 2019-2020 school year we developed a writing team, this team was in the initial stages of developing a schoolwide writing plan. They also worked to develop school wide writing assessments and lead teams in how to use the scoring rubrics. With regards to math, we utilized each staff meeting and some professional development days along with PLC's to look at the sequence that math is being taught at MWES. Most of the year was spent vertically aligning the math practices, reviewing the standards and how that information fit into the district's pacing guide.

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.

A writing committee has been developed to assist with school wide implementation of writing strategies, developing rubrics and developmental student progressions. During the 2019-2020 school year we developed a writing team, this team was in the initial stages of developing a plan. They also worked to develop school wide writing assessments and lead teams in how to use the scoring rubrics. This year the writing committee has spent some time on vertical alignment amongst the grades to help the scaffolding of the our writers development. They also continued the work they began the previous year.

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

Our ultimate result is to develop our students as proficient writers by the time they move onto middle school. We want our students to see writing as a way to communicate their thoughts and ideas informally and formally depending on the audience. The goal for our teachers is they will regularly use vocabulary and graphic organizers to help build consistency for students as they develop as writers.

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.

We will use several data points as indicators of success. Those data points will come from KPREP, our On Demand writing practices and our curriculum based measurement (CBM) assessments. In order to achieve this goal our reading scores need to remain high in order to continue our effort in using assistants in the area of writing.

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

Our targeted audiences will be all teachers (classroom, special education, and related arts) and our support staff. Most of this professional development will be led by the writing team and administrative team with support from OVEC's consultant, Lynn Schwallie.

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

Our teachers and students will be impacted by this professional development. The teachers will be impacted by gaining confidence and an deeper understanding of teaching writing. Our students will be impacted by becoming more proficient writers with an understanding of the school-wide writing expectations that will be more consistent because of the professional development opportunities.

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

Funding is always a need. However, we can use Site Based money and use the Council to approve some spending for professional development and supplements. Our hope is to secure a presenter to speak about writing interventions for students.

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

Based on our professional development initial reflections the admin team will utilize Bullitt Days to share resources and instructional follow up. PLCs with a focus on data and improvement of instruction will also be an area of ongoing support. The instructional coach will offer coaching cycles and opportunities for live scoring events. The administrative team will continue to use professional development days and staff meetings to bring in new pedagogy and resources for the staff.

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.

Professional development will be monitored with the use of a plus/delta after meeting with the staff. The Plus/Delta gives us the opportunity to reflect on how the meeting went as well as our next steps. Classroom observations focused on writing instruction will also be a piece of evidence that will be utilized in Admin PLCs to determine next steps. These observations can be formal, informal and even with the use of the ELEOT tool. The teachers and administrative team can use the students' writing assessment data to further their instruction. The writing committee will be charged with looking at all the data to make informed decision about the next steps as well. Three times a year: Fall, winter, spring

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.

Our second priority is math, our goal is to give the teachers professional development on both fluency and math practices. We have worked closely with OVEC to provide professional development in the area of math fluency during the 2019-2020 school year. This year we are addressing the math needs and standards in our Professional Learning Communities. We will also continue to look for affordable, influential professional development presenters for our teachers.

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

Our ultimate result is to develop our students as proficient mathematical thinkers by the time they move onto middle school. The goal for our teachers is they will regularly use mathematical vocabulary and become more fluid with multiple ways to solve math problems. They will also continue vertical discussions to help build consistency.

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.

We will use several data points as indicators of success. We will use KPREP, CASE test, and common formative assessments that are teacher created. In order to

achieve this goal we will utilize our data protocol to determine areas of need in order to best instruct our students.

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

Our targeted audiences will be all teachers (classroom, special education, and related arts) and our support staff.

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

Our teachers and students will be impacted by this professional development. The teachers will be impacted by gaining confidence and a deeper understanding of math pedagogy. Our students will be impacted by becoming more proficient writers with an understanding of the school-wide writing expectations that will be more consistent because of the professional development opportunities.

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

Funding is always a need. However, we can use Site Based money and use the Council to approve some spending for professional development and supplements. Our hope is to secure a presenter to speak about math interventions for students.

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

PLC with a focus on data and improvement of instruction. The instructional coach will offer coaching cycles and opportunities for push in classroom assistance. The administrative team will continue to use professional development days and staff meetings to bring in new pedagogy and resources for the staff.

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.

Professional development will be monitored with the use of a plus/delta after meeting with the staff. The Plus/Delta gives us the opportunity to reflect on how the meeting went as well as our next steps. Another form of data that can be collected can be through classroom observations. These observations can be formal,

informal and even with the use of the ELEOT tool. The teachers and administrative team can use the students' common formative assessment data to further their instruction.

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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