



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_09242020\_13:39

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Old Mill Elementary School**  
**Brandy Howard**  
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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.

Brandy Howard 9/24/2020



2020-21 Phase Two: School Assurances\_10142020\_14:48

2020-21 Phase Two: School Assurances

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## 2020-21 Phase Two: School Assurances

## Introduction

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



## Teacher Performance

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

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

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

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

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**



## Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

● N/A

**COMMENTS**

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

☐ Yes

☐ No

● N/A

**COMMENTS**

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

☐ Yes

☐ No

● N/A

**COMMENTS**

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

## Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**



## Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

## All School Programs

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

☐ Yes

☐ No

☒ N/A

### **COMMENTS**

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

☐ Yes

☐ No

☒ N/A

### **COMMENTS**

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: The Needs Assessment for Schools\_10142020\_14:08

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?

Good schools are built on a collaborative culture. At Old Mill, various stakeholder groups meet to discuss, plan, and implement continuous improvement. Our SBDM Council, which consists of the principal, two parent representatives, and 3 teacher representatives, meets on a monthly basis. Minutes are taken and published via our website and social media accounts. Our School Leadership Team, which consists of the principal, counselor, instructional coach, one primary teacher, one intermediate teacher, one related arts teacher, and one special education teacher, meets on a quarterly basis. Minutes are taken and are housed in our 19-20 OMES google folder. Our Instructional Leadership Team, which consists of the principal, counselor, and instructional coach meets on a weekly basis. Our Culture Goal Team, which consists of a grade level representative from K-5th grade, one special education teacher, and one related arts teacher, meets on a monthly basis. Minutes are taken and are housed in our 19-20 OMES google folder. Our Academic Goal Team, which consists of a grade level representative from K-5th grade, one special education teacher, and one related arts teacher, meets on a monthly basis. Minutes are taken and are housed in our 19-20 OMES google folder. Our Positive Behavior Intervention Supports Goal Team, which consists of a grade level representative from K-5th grade, one special education teacher, and one related arts teacher meets on a monthly basis. Minutes are taken and are housed in our 19-20 OMES google folder.

## 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.

Old Mill remains committed to maximizing student and school success, with specific areas of strengths and areas of improvement. Among all students, 66.8% were proficient or distinguished in Reading, 53.6% in Math, 67.5% in Writing, 40.5% in Science and 63.6% in Social Studies. 5th Grade Reading remains an area of strength for us, with 80.6% of all students scoring in the top categories. Math remains an area of growth for Old Mill. In all tested grades, only 50% of all students scored Proficient or Distinguished. Our previous status as a Targeted Support and Improvement (TSI) school in the area of Students with Disabilities realigned us around a renewed guiding purpose of a guaranteed and viable curriculum and inclusivity. This focus resulted in growth related to Students with Disabilities in all tested areas. While reading was a highlight (62.5% of all SWD scored P/D), Math, Writing, Science and Social Studies remains areas of growth for us. For students in economically disadvantaged circumstances, we must do better, especially in science where only 19.2% of students scored in the P/D range. Reading, Writing and Social Studies were significantly higher, but still areas of potential focus for us. Behavior referrals are well below the national average and attendance is strong and consistent. With a strong focus on engagement with community resources like the Family Resource Center, PTO, and commitment to PBIS structures and processes,

Old Mill works hard to make the experience of all stakeholders productive and positive. See Google Sheet attachment for more detailed information regarding our current state.

## 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.

Improving academic outcomes for students with disabilities and students in economically disadvantaged circumstances remains a top priority for Old Mill and all stakeholders are committed to this priority. Though we celebrated growth in the area of SWD, Math and Writing remain areas of concerns and priorities (with 66.7% and 80% of SWD scoring in the novice/apprentice range in Math and Writing). Additionally, students in economically disadvantaged circumstances score in the novice/apprentice range at much higher percentages than their peers in all areas, especially in Science and Math. See Google Sheet attachment for more detailed information regarding our priorities/concerns.

## Trends

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

For all students, we celebrated a reduction in novice in Reading and Math (14.6 to 11.5 and 15.1 to 10.2) and an increase in Proficient/Distinguished scores. Though we increased novice in Writing, we celebrated an increase of 49.4% to 67.5% in P/D from 17/18 to 18/19. Additionally, students scoring in the P/D range increased in both Science and Social Studies. Students with Disabilities had significant growth over the two/three year trend, increasing performance in Reading from 30.4 to 62.5, double the state average and highest in the district for P/D. Additionally, novice was reduced in all tested areas: In Math, novice was reduced from 34.8 to 8.3; in Writing, novice was reduced from 33.3 to 30.0; and, in Social Studies, novice was reduced from 16.7 to 10.0. As noted in our priorities/concerns sections, students in economically disadvantaged circumstances increased in novice performance in all areas. See Google Sheet attachment for additional information about trends.



## 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](#)

Old Mill will focus resources and efforts on two key core work processes to produce the desired change: Design and Deliver Instruction; and, Establishing Learning Culture and Environment. We will work to ensure the systems and processes in place for Tier 1 instruction meet the intent of adopted standards by focusing on refining our assessment strategies (i.e. common formative assessments), support collaborative opportunities in the service of all students (i.e. vertical planning), and monitor learning before, during and after instruction (i.e. coaching cycles with Instructional Coach, solution-focused, formative Principal walkthroughs, and collaborative learning loops). These strategies will ensure that Tier 1 instruction is highly effective, culturally responsive, and evidence-based, meeting the needs of all students and providing all students with access to grade level or higher curricula. At Old Mill, we recognize that the environment in which students learn and teachers teach is as important as the academic curricula. Through a refinement of and reflection on our learning culture and environment, we will continue to focus on DuFour's four critical questions as we ensure behavioral and academic interventions are taking place and are monitored, data is reviewed regularly with next steps clearly defined and resources are aligned to needs in order to make all systems work together in the service of establishing and refining our school culture. To do this, we will focus on the pivotal role PLCs play in our school learning culture. Teachers will become better versed at accessing resources (like What Works Clearinghouse for academics and PBIS resources for behavior) to better support 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%.

For all students, we continue to focus on novice reduction and elimination through a process of intentional naming of students and specific personalized plans for next steps. These informal and formal plans focus on the entire experience of the child and all stakeholders - principal, counselor, instructional coach, family resource coordinator, school leadership team, teachers, support staff, parents/guardians and the student his or herself - are involved in seeking solutions to academic and behavior concerns.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>OMES January 2021 Needs Assessment</u>		.



2020-21 Phase Two: School Safety Report\_10142020\_14:49

2020-21 Phase Two: School Safety Report

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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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## 2020-21 Phase Three: Professional Development Plan for Schools\_11202020\_14:59

2020-21 Phase Three: Professional Development Plan for Schools

**Old Mill Elementary School**  
**Brandy Howard**  
11540 Hwy 44 E  
Mount Washington, Kentucky, 40047  
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?

Old Mill Elementary School is committed to creating a collaborative and innovative learning environment where students succeed. At Old Mill, we are focused on creating innovative leaders who collaborate with others in their learning. Every morning, students recite our school pledge - "At Old Mill Elementary, Koalas celebrate successes, we are respectful and efficient. We hold one another accountable, show teamwork and empathy. Koalas CREATE!"

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

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

professional development that support continuous improvement?

The first priority is to mitigate academic learning loss. The second priority is to focus on meeting students' social and emotional needs.

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

Mitigating academic learning loss aligns with our proficiency, gap, growth and closing the achievement gap goals. Each year we create an academic goal that helps to focus our professional learning opportunities and school improvement goals. This year our goal is to mitigate learning loss due to the pandemic with a focus on Math. Instructional best practices in all academic areas will be a guiding focus to support in all subject areas. As mentioned in the "Closing the Achievement Gap" section at Old Mill, we believe in following Maslow's Hierarchy of needs, therefore we prioritize meeting students' social and emotional needs, so students meet their highest academic potential. Meeting students' social and emotional needs aligns to our school's academic, behavior and culture goals.

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

Short Term Goal: 100 percent of teachers will participate in individualized professional learning opportunities and trust building within PLCs to promote collaboration, collegiality, and build capacity to improve learner performance and organizational effectiveness. Long Term Goal: Based on CASE, KPREP, and Common Formative Assessment Data, 80 percent of students will master grade level standards in Reading and Math.

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

The intended results are that students will demonstrate mastery of standards in reading and math. Additionally, educators will believe that students can perform at high levels, which aligns with our school mission. In addition to the former, teacher practices and capacity will grow.

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.

## KPREP, all assessments Number of referral for tier 2 and 3 services in academics ABRI Walkthrough Data

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

The target audience for the professional development is the Old Mill Elementary's Certified Staff.

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

Students, teachers, instructional assistants/tutors, counselor, instructional coach, and principal

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

The resources that are needed to support the professional development is funding for the one teacher per grade level to attend Kentucky Center for Mathematics training and academic professional text.

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

Professional learning communities will be one support that will be provided for professional development implementation. Academic coaching from OVEC partnerships, instructional coach, and principal will be another support that will be provided. Throughout the implementation, following up and providing opportunities for feedback will be a consistent support.

### 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 through student work samples, grade-level assessments, classroom observations, 1 time per month, plc minutes, and teacher reflections.

### 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.

Short Term Goal: 100 percent of teachers will participate in individualized professional learning opportunities and trust building within PLCs to promote collaboration, collegiality, and build capacity to improve learner environment and organizational effectiveness. Long Term Goal: Teachers will create an environment in which behaviors are consistently and positively supported throughout the learning environment with 5:1 positive-negative ratio.

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

The intended results are that the needs of the whole child will be met. Teachers will build their capacity in the area of social emotional instruction, behavioral supports, and systems. Additionally, educators will believe that students can perform at high levels when their maslow hierarchy needs are met,, which aligns with our school mission.

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.

Number of referral for tier 2/3 services in behavior/academics ABRI Walkthrough Data

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

The target audience for the professional development is the Old Mill Elementary's Certified Staff.

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

Students, teachers, instructional assistants/tutors, counselor, instructional coach, and principal.

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

The resources that are needed to support the professional development is funding for zones resources.



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

Professional learning communities will be one support that will be provided for professional development implementation. Additionally, one on one behavior intervention support sessions with the counselor, feedback from walkthroughs, and PBIS team support, as needed.

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 through plc minutes, teacher reflections, ABRI walkthrough data, and number of referrals for tier 2 and 3 services in academics and behavior.

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Executive Summary for Schools\_11202020\_14:52

2020-21 Phase Three: Executive Summary for Schools

**Old Mill Elementary School**  
**Brandy Howard**  
11540 Hwy 44 E  
Mount Washington, Kentucky, 40047  
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?

Old Mill Elementary School is a school that serves Preschool, and Grades Kindergarten through Fifth Grade. Current enrollment is 512. Free/Reduced Lunch rate is 33.6%; white population is 91.8% with 8.2% minority--Hispanic, Asian, African-American; English-Language Learner population is 0.8 percent; boys exceed girls 51.6% to 48.4%, and special education population of 14.1 percent. We have families that reside in subdivision, small city, and rural areas. Our challenges continue to be meeting the needs of our gap students of free/reduced lunch and special education. We have a Family Resource Center that strives to eliminate barriers to learning.

. 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.

Old Mill Elementary School is committed to creating a collaborative and innovative learning environment where students succeed. At Old Mill, we are focused on creating innovative leaders who collaborate with others in their learning. Every morning, students recite our school pledge - "At Old Mill Elementary, Koalas celebrate successes, we are respectful and efficient. We hold one another accountable, show teamwork and empathy. Koalas CREATE!"

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

In the 2017-2018 school year, Old Mill was identified as a school in the TSI category. After extensive work evaluating systems and processes, related especially to our special education population, OMES was removed from TSI status in the 2018-2019 school year and categorized as a 4-star school with high proficiency (79.9), high separate academic indicators (76.2) and high growth (62.2). Special education students performed as successfully as their regular education peers. Even with that tremendous growth and success, our work is to maximize success for ALL students. We continue to focus on ALL by adding attention to our students in economically-disadvantaged circumstances, who perform lower than their peers in all areas. Our goal is 80% of all students mastering 80% of all grade level standards. At OMES, all

means all and we are committed to moving forward until all students demonstrate success.

**. 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.

Old Mill is a community school with all stakeholders committed to providing the best education possible for our students. We are forward thinking and always work to include innovative and best practices in our instruction. Our research and professional learning community work has shown us the power of project and problem-based learning, personalized learning, technology integration and more, all experiences that we proudly and carefully implement to maximize student success. In order to support these innovative models of teaching and learning over the last five years, the school has partnered with the district and PTO to provide Chromebooks for 1:1 in grades 1-5, as well as 4:1 iPads in Kindergarten. Due to the COVID-19 pandemic, in the 2020-2021 school year, this number became 1:1 chromebooks for kindergarten through fifth grade. Additionally, by partnering with colleges in the state, our STLP teacher is attending a training in which a 3D printer will be given to the school, increasing the number of opportunities our students will have to demonstrate authentic learning. By having a variety of learning opportunities for students, our goal is to differentiate instruction to meet what works best for each child's learning with the goal of innovation and personalizing the learning path to enable students to reach mastery of standards as quickly and efficiently as possible.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic\_11202020\_14:59

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Old Mill Elementary School**  
**Brandy Howard**  
11540 Hwy 44 E  
Mount Washington, Kentucky, 40047  
United States of America



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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

## I. Achievement Gap Group Identification

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

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

See attachment.

## II. Achievement Gap Analysis

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

The school's climate is improving in regards to our students with disabilities and economically disadvantaged. Majority of teachers embrace being accountable for gap students. Many teams have added a focus on their gap students to their PLC data analysis protocols. The school's culture is working toward a deeper understanding of what poverty looks like and sounds like through book studies completed in previous years and a simulation scheduled for the upcoming year.

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

Over the course of four academic years (2017-present), novice reading scores for students with disabilities were 43.5 to 20.8. Combined proficient/distinguished reading scores were 42.9 to 62.5. Novice was reduced over the course of the three year trend by 22.7 percent. Overall, the increase in proficient/distinguished scores showed that our apprentice group for students with disabilities continues to be an area of growth (many students in apprentice went down to novice, only a few went up to proficient/distinguished. Novice math scores were 17.9 to 8.3 with combined proficient/distinguished at 28.6 to 33.3. Students with disabilities perform better in reading than math and Old Mill has maintained the successful reduction in novice and increase in proficient/distinguished.

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.

Novice reading scores for students with disabilities were 43.5 to 20.8. Combined proficient/distinguished reading scores were 42.9-62.5. Novice was reduced over the course of the three year trend by 22.7 percent in reading. Novice math scores were 17.9 to 8.3 with combined proficient/distinguished at 28.6 to 33.3. Novice was reduced over the course of the three year trend by 9.6 percent in math. Students with disabilities perform better in reading than math and Old Mill has maintained the successful reduction in novice and increase in proficient/distinguished.

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

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previous two academic years when analyzing trends.

Over the course of four academic years (2017-present), novice reading scores for economically disadvantaged students have increased from 15.9 to 18.1 . Combined proficient/distinguished reading scores have slightly increased from 50 percent to 50.6 percent. Novice math scores for economically disadvantaged students have increased from 18.3 to 19.3 percent. Combined proficient/distinguished math scores have slightly increased from 31.7 to 32.5 percent. Overall, the increase in proficient/distinguished scores showed that our apprentice group for economically disadvantaged students continues to be an area of growth.

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

There are several processes and practices that have prevented Old Mill from closing existing and persistent achievement gaps: lack of consistent mastery of standards in certain grade levels based upon instructional practice, inconsistent rigorous core instruction for Special Education students, and inconsistent modification and adaptations for students with disabilities. Additionally, in regards to closing the economically disadvantaged gap, teachers and staff are building their understanding of how poverty affects students. Staff over the last year have been unpacking the meaning of students maslowing before they can bloom, which essentially means that students' primary needs must be met before they can excel academically.

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.

School-wide Instructional Leadership Team - representatives from primary, intermediate, special education, special area, instructional support, administration and community partners (Primary-Patricia Stevens, Intermediate- Kristen Kischnick, SpEd-Rebecca Hodges, Special Area-Michelle Tennill, Instructional Coach-Ashley Byerley, Counselor-Brittany Joiner, Principal-Brandy Howard, University of Louisville/ ABRI-Susan Robertson, Instructional Support-Amanda Van Epps, Mary Ann Phillips) - meets quarterly to discuss student progress using current and relevant data. Special focus on all vulnerable populations, including focus of students with disabilities and economically disadvantaged. Goal Teams (Academic)- Rebekah Kerns, Christie Watson, Jodi Osborne, Brandi Forman, Leslie Biglari, Michele Grey, Rick Lumpkins, Karen Brown, and Rebecca Hodges meet monthly to discuss current data from common formative assessments. During this time teachers engage in vertical

strategic problem solving and seek solutions to maximize student, and ultimately school, success in regards to mastery of standards. PLCs - meet weekly led by team facilitator - student centered and data informed, PLCs follow Solution Tree guidelines and district, school and team norms to confidentially discuss all student growth and progress, systems and processes, etc. SBDM- Brandy Howard (principal), Mary Bleemel (teacher representative), Brandi Forman (teacher representative), Kaylee McClure (teacher representative), Casey Lewis (parent representative), Ryan Bringham (parents representative)- teachers are encouraged to present current and relevant data, including anonymous information regarding the achievement gap, to stakeholders, including parent representatives and general public. Students also present current events occurring at the school.

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.)*

See attachments for SBDM minutes showing approval of ESS and PD plans for the current school year. The district-approved, teacher-committee-approved, school's PD and ESS plans include professional growth focusing on math training utilizing KCM strategies/techniques, strength-based mathematical practices, professional learning community, positive behavior interventions supports systems, and social emotional learning, targeted learning on Bullitt Days and, informally, in PLCs focusing on assessment development and analysis, targeted/specific feedback for students, flexible hours and in-session opportunities for teachers to grow based on their own professional growth goals.

### 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).

Old Mill will increase SWD group student performance in reading proficient/distinguished from 62.5% to 65% by 2021 K-PREP. Old Mill will increase SWD group student performance in math proficient/distinguished from 33.3% to 38% by 2021 K-PREP. Old Mill will increase economically disadvantaged group student performance in reading proficient/distinguished from 50% to 54% by 2021 K-PREP. Old Mill will increase economically disadvantaged group student performance in math proficient/distinguished from 32.5% to 37% by 2020 K-PREP.



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

Step 2: Complete your findings and answers.

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

See attachment.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 CSIP Achievement Gap Group Spreadsheet		<ul style="list-style-type: none"><li></li></ul>
 2020 CSIP Closing the Achievement Gap Summary		<ul style="list-style-type: none"><li></li></ul>





## 2020-2021 Phase Three: Comprehensive School Improvement Plan\_11202020\_14:46

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Old Mill Elementary School**  
**Brandy Howard**  
11540 Hwy 44 E  
Mount Washington, Kentucky, 40047  
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, 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.

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 attachment.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Old Mill Elementary Jan.- Dec.</u> <u>2021 CSIP</u>		.

Academic Data	CASE Data, Fall 2020	KPREP 2018-2019
Elementary Reading (all students)	45.9% P/D	66.8% P/D
Elementary Math (all students)	39.8% P/D	53.6% P/D
Elementary Writing (all students)	N/A	67.5% P/D
Elementary Science (all students)	N/A	40.5% P/D
Elementary Social Studies (all students)	N/A	63.6% P/D
<b>Reading</b>		
3rd	47.2% P/D	59.4% P/D
4th	42.3% P/D	60.7% P/D
5th	42.4% P/D	80.6% P/D
<b>Math</b>		
3rd	42.8% P/D	50% P/D
4th	38.73% P/D	51.2% P/D
5th	41% P/D	50% P/D
Students w/Disabilities Reading	24.3% P/D	62.5% P/D
Students w/Disabilities Math	24.3% P/D	33.3% P/D
Students w/Disabilities Writing	N/A	20% P/D
Students w/Disabilities Science	N/A	N/A- zero students with disabilities were assessed in Science
Students w/Disabilities Social Studies	N/A	30% P/D
<b>EL Students</b>	0% P/D	N/A
Economically Disadvantaged Reading	35% P/D	50.6% P/D
Economically Disadvantaged Math	27.8% P/D	32.5% P/D
Economically Disadvantaged Writing	N/A	51.8% P/D
Economically Disadvantaged Science	N/A	19.2% P/D
Economically Disadvantaged Social Studies	N/A	55.6% P/D
<b>Non-Academic Data</b>		
Behavior	1.50%	1.10%

Student Attendance	95.53%	96.10%
Teacher Attendance	81%	95%

Academic Data	CASE Data, Fall 2020	KPREP 2018-2019
Elementary Reading (all students)	54.1% N/A	33.2% N/A
Elementary Math (all students)	60.2% N/A	46.4% N/A
Elementary Writing (all students)	N/A	32.5% N/A
Elementary Science (all students)	N/A	59.5% N/A
Elementary Social Studies (all students)	N/A	36.4% N/A
<b>Reading</b>		
3rd	52.8% N/A	40.6% N/A
4th	57.7% N/A	39.3% N/A
5th	57.6% N/A	19.4% N/A
<b>Math</b>		
3rd	57.2% N/A	50% N/A
4th	61.3% N/A	48.8% N/A
5th	59% N/A	50% N/A
Students w/Disabilities Reading (all levels)	75.7% N/A	37.5% N/A
Students w/Disabilities Math (all levels)	75.7% N/A	66.7% N/A
Students w/Disabilities Writing (all levels)	N/A	80% N/A
Students w/Disabilities Science (all levels)	N/A	N/A- zero students with disabilities were assessed in Science
Students w/Disabilities Social Studies (elem/middle only)	N/A	70% N/A
<b>EL Students</b>	100%	N/A
Economically Disadvantaged Reading	65% N/A	49.4% N/A
Economically Disadvantaged Math	72.2% N/A	67.5% N/A
Economically Disadvantaged Writing	N/A	48.2% N/A
Economically Disadvantaged Science	N/A	80.8% N/A
Economically Disadvantaged Social Studies	N/A	44.4% N/A
<b>Non-Academic Data</b>		
Behavior		



Student Attendance		
Teacher Attendance		

Academic Data	Anecdotal Notes 2019-2019	KPREP 2018-2019	CASE Data Winter 19-20	CASE Data Fall 2020
Elementary Reading (all students)	Reduced novice from 14.6 to 11.5. Increased P/D from 64.8 to 66.8.	66.8% P/D	53.1% P/D	45.9% P/D
Elementary Math (all students)	Reduced novice from 15.1 to 10.2. Increased P/D from 51.1 to 53.6.	53.6% P/D	55.6% P/D	39.8% P/D
Elementary Writing (all students)	Increased novice from 1.3 to 13. Increased P/D 66.3 to 67.5. From 17/18-18/19 increased PD to 49.4 to 67.5.	67.5% P/D	N/A	N/A
Elementary Science (all students)	Increased PD from 30.6 to 40.5.	40.5% P/D	N/A	N/A
Elementary Social Studies (all students)	Increased PD from 46.8 to 63.6.	63.6% P/D	N/A	N/A
Students w/Disabilities Reading	Reduced novice from 43.5 to 20.8 Increase PD from 30.4 to 62.5, double the state average Highest in the district for PD	62.5% P/D	36.3% P/D	24.3% P/D
Students w/Disabilities Math	Reduced novice from 34.8 to 8.3 Increase PD from 17.4 to 33.3	33.3% P/D	31.8% P/D	24.3% P/D
Students w/Disabilities Writing	Reduced novice from 33.3 to 30 33.3 in 17/18 to 20 in 18/19	20% P/D	N/A	N/A
Students w/Disabilities Science	Did not have enough students with disabilities in previous years to have trend data	N/A- zero students with disabilities were assessed in Science	N/A	N/A
Students w/Disabilities Social Studies	Reduced novice from 16.7 to 10 Increase PD from 25 to 30	30% P/D	N/A	N/A
Economically Disadvantaged Reading	Increased novice from 15.9 to 18.1 Increased PD 50 percent to 50.6	50.6% P/D	N/A	50.6% P/D
Economically Disadvantaged Math	Increased novice from 18.3 to 19.3 Increased PD 31.7 to 32.5	32.5% P/D	N/A	32.5% P/D
Economically Disadvantaged Writing	PD increased 48.1 to 51.9	51.8% P/D	N/A	51.8% P/D
Economically Disadvantaged Science	PD decreased from 25 to 19.2	19.2% P/D	N/A	19.2% P/D
Economically Disadvantaged Social Studies	PD increased from 44.4 to 55.6	55.6% P/D	N/A	55.6% P/D
<b>Non-Academic Data</b>				
Behavior		1%		
Student Attendance		97.42% YTD		
Teacher Attendance		96.23% YTD		

Academic Data	Bullet Points
Elementary Reading (all students)	Decreasing novice and increasing PD.
Elementary Math (all students)	Decreasing novice and increasing PD.
Elementary Writing (all students)	Increasing Proficient/Distinguished.
Elementary Science (all students)	Increasing Proficient/Distinguished.
Elementary Social Studies (all students)	Increasing Proficient/Distinguished.
Students w/Disabilities Reading	Decreasing novice and increasing PD.
Students w/Disabilities Math	Decreasing novice and increasing PD.
Students w/Disabilities Writing	Decreasing novice and increasing PD.
Students w/Disabilities Science	
Students w/Disabilities Social Studies	Decreasing novice and increasing PD.
Economically Disadvantaged Reading	Increased PD
Economically Disadvantaged Math	Increased PD
Economically Disadvantaged Writing	Increased PD
Economically Disadvantaged Science	
Economically Disadvantaged Social Studies	Increased PD
Non-Academic Data	
Behavior	Student behavior remains 1 percent.
Student Attendance	Student Attendance remains around 97 percent.
Teacher Attendance	Teacher attendance remains around 95 percent.

[illegible]

[illegible]

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced/345	33
Students with Disabilities/76	15
Total students: 421	

Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities/74	14.60%
Economically Disadvantaged/179	35.30%
Total Students:	

[illegible]



[illegible]

# 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.

<ul style="list-style-type: none"> <li> <b>Proficiency/Gap/Growth Goals (3 year target for each)</b><b>Proficiency Goal (all levels):</b> By Spring 2023, Old Mill Elementary School will increase the combined (reading and math) percentage of proficient and distinguished students from 60.2 to 67.4 as measured by KPREP. </li> <li> <b>Gap Goal (all levels)</b> <ul style="list-style-type: none"> <li>By Spring 2023, Old Mill Elementary School will Increase the average combined reading and math proficiency rates for students with disabilities from 47.9% to 57.35%, as measured by KPREP.</li> <li>By Spring 2023, Old Mill Elementary School will Increase the average combined reading and math proficiency rates for economically disadvantaged from 41.5% to 52.2%, as measured by KPREP.</li> </ul> </li> <li> <b>Growth Goal (ES/MS levels):</b> By Spring 2023, Old Mill Elementary School will increase the combined (reading and math) index for Growth from 60.2% to 67.4% as measured by KPREP. </li> </ul>
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LEGEND COLOR CODING

NEW/Updated School Improvement		School Improvement on Hold Due to Pandemic		In-Progress		COMPLETED
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)
Old Mill Elementary had 54% proficiency/distinguished on Math KPREP; increase to 57%.	Old Mill Elementary will have 57% proficiency on KPREP in Grades 3-5 at the end of Spring 2020.	KCWP 2: Design and Deliver Instruction	-Create math committee for consistency on language, vocabulary, strategies, etc.  -Use Mastery Connect item bank to create rigorous CFAs  -MTSS recovery/intervention/enrichment focused on research-based strategies  -Mathematical Practices and Kentucky Center for Mathematics training for teacher in each grade level	-CFAs given based on assessment blueprint created that is aligned with BCPS pacing guide  -CASE Assessment  -Unpack math scoreboard results during each ABR meeting  -Eleot Data  -Family Math Night	\$3,500	NA
100 percent of teachers disagree that they take time to observe each other teaching; increase to 50 percent.	Old Mill Elementary will have 50 percent teachers agree that they take time to observe each other teaching.	KCWP 6: Establishing Learning Culture and Environment	-PLCs  -Vertical teams with all grade level team, special education, related arts monthly  -Staff shout outs in newsletter	-Number of teachers observing other teachers  -Culture Survey results  -Learning Walk Reflection	\$3,000	

			<div>-Strategy Spotlight</div> <div>-Ghost Walks</div> <div>-Learning Walks</div>	Tool		
100 percent of teachers will participate in individualized professional learning opportunities and trust building within PLCs to promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Old Mill Elementary will have 70 percent of teachers respond favorably to the school climate.	KCWP 6: Establishing Learning Culture and Environment	<div>-Teachers will develop their PGP using the Eleot tool criteria.</div> <div>-Teachers will develop success criteria to monitor their progress towards their PGP goal.</div> <div>-Teachers will engage in self-directed learning towards their PGP goal.</div> <div>-Implement trust building activities in grade level and vertical teams.</div> <div>- Teachers will participate in a collaborative board on padlet where they post lessons/student work around the danielson domains to promote collaboration with one another. This will be a resource for self-directed learning time.</div>	<div>-Culture Survey results</div> <div>-Teachers participating in collaborative activities</div>	\$0	

Old Mill Elementary ABRI coding data from Spring 2019 showed that within a 20 minute time frame the positive to negative ratio was 1:1; increase to 5:1.	Old Mill Elementary will create an environment in which behaviors are consistently and positively supported throughout the learning environment with a 5:1 positive-negative ratio.	KCWP 6: Establishing Learning Culture and Environment	<p>-Work with the PBIS team to develop expectations and implement lesson plans and share with grade level teams</p> <p>-Unpack evidence that supports 5-1 as a staff</p> <p>-ILT and PBIS team support teachers with positive interventions and feedback suggestions</p> <p>-Track positive to negative ratios in walkthroughs and through app, Be+</p>	-Observation of positive to negative ratios in 20 min. time period	\$0	
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<p><b>Separate Academic Indicator (3 year target)</b></p> <ul style="list-style-type: none"> <li><b>SAI Goal:</b> Increase the Separate Academic Index from 57.2 to 65 as measured by KPREP by 2023.</li> </ul>						
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)
Old Mill Elementary only had 40.5% proficiency/distinguished on Science KPREP; increase to 44.5%.	Old Mill Elementary will have 44.5% proficiency on KPREP in Grades 3-5 at end of Spring 2020.	KCWP 2: Design and Deliver Instruction	<p>-Use Mastery Connect item bank to create rigorous CFAs</p> <p>-Lesson Plan Feedback from principal and instructional coach</p> <p>- Instructional Coach will support teachers through non-evaluative, student-centered coaching cycles</p> <p>-Embedded Reading and Writing standards and Math into Science</p> <p>-Designated Genius Hour into master schedule</p>	<p>-CFAs given aligned with BCPS pacing guide</p> <p>-Eleot Data</p> <p>-Coach will monitor coaching cycles through coaching log with feedback - data-informed results of coaching cycle will be shared in Instructional Leadership Team (Principal, Coach, Counselor) weekly/bi-weekly</p> <p>-Lesson Plans integrating Reading and Writing standards into Math and Science</p>	\$0	NA

			<div>-Increase technology integration using collaborative platforms</div> <div>-Collaboration with Digital Learning Coach</div>			
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# Old Mill Elementary School

## SBDM December Meeting

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December 17, 2020 | 4:15 pm via zoom | SBDM Council

<https://us02web.zoom.us/j/87380390648?pwd=Z1RFZXBDMHBNUUUzcVJYelpYmxpQT09>

### Council Members

Brandy Howard, Chair | Mary Bleemel, Teacher Rep. | Brandi Forman, Teacher Rep.

Kaylee McClure, Teacher Rep. | Casey Lewis, Parent Rep. | Ryan Bringhurst, Parent Rep.

Welcome and Roll Call	<p>Called to order 4:18 pm</p> <p>In attendance: Brandy Howard, Brandi Forman, Mary Bleemel, Kaylee McClure, and Ryan Bringhurst</p>
<a href="#">Agenda Approval</a>	<ul style="list-style-type: none"><li>• Add in final budget</li><li>• 1st motion: Ms. Bleemel made a motion to approve</li><li>• Ms. Forman made a second motion to approve</li><li>• All in consensus</li></ul>
<p>Review of Minutes</p> <p>I. <a href="#">October 22, 2020</a></p>	<ul style="list-style-type: none"><li>• Ms. McClure made a motion to approve</li><li>• Dr. Lewis made a second motion to approve</li><li>• All in consensus</li></ul>
Good News	<ul style="list-style-type: none"><li>• Dr. Howard, Bleemel, Dr. Lewis, and Mr. Bringhurst (cards for Brynn from China): Approved hybrid schedule is exciting news!</li><li>• Forman: Winter DRA assessments are going really well.</li><li>• McClure: Students' i-ready diagnostic assessments are looking good and parents are pleased.</li></ul>
Public Comment	N/A
<p>Budget Report</p> <p>I. <a href="#">Monthly Schedule of Balances</a></p> <p>II. <a href="#">Final Budget Approval</a></p>	<ul style="list-style-type: none"><li>• Monthly balances approval: Dr. Lewis made a first motion. Ms. McClure seconded. All in consensus.</li></ul>

	<ul style="list-style-type: none"> <li>Final Budget: Mr. Bringhurst made a motion. Ms. Bleemel made a second motion. All in consensus.</li> </ul>
Planning I. Comprehensive School Improvement Planning A. <a href="#">CSIP Approval- Phase Three approval</a>	<ul style="list-style-type: none"> <li>Mr. Bringhurst made a motion to approve</li> <li>Ms. McClure seconded the motion.</li> <li>All in consensus.</li> </ul>
Review I. Policies to Review A. <a href="#">Discipline and Classroom Management</a> B. <a href="#">Curriculum Policy</a>	<ul style="list-style-type: none"> <li>Discipline Policy: Discussed adding in parts of BCPS policy, such as this occurs this is the consequence. Additionally, positive discipline, CREATE expectations, zones as approach for behavior management</li> <li>Curriculum Policy: adding in best practices and research based strategies.</li> </ul>
New Business I.	N/A
Adjournment	<ul style="list-style-type: none"> <li>Adjourn at 5:14</li> <li>Dr. Lewis made a motion.</li> <li>Ms. Bleemel made a second motion.</li> <li>All in consensus.</li> </ul>