

Beechgrove December 2018 Phase Three: Executive Summary for Schools_11142018_15:20

Phase Three: Executive Summary for Schools

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 11/16/2018

Status: Open

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Executive Summary for Schools

Description of the School

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?

Beechgrove Elementary is located in Independence, Kentucky, servicing over 700 students in preschool through fifth grades. Based on 2017-2018 KPREP data, Beechgrove School had 61.8% of students at the proficient and distinguished level in reading, 58.9% of students at the proficient and distinguished level in math, and 65.7% of students at the proficient and distinguished level in writing. With approximately 67% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. All of our teachers are highly qualified with an average of 17 years of teaching experience. 40% of the teachers have a Master's degree and 24% have a Rank 1. Six teachers are certified by the National Board of Professional Standards. Our dedicated and experienced staff works as a Professional Learning Community to motivate and challenge students at high levels. Our teaching team includes general education teachers, special area teachers (Physical Education, Art, Music, Technology, and Media Specialist), special education teachers, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading intervention teachers and instructional assistants, and a guidance counselor. We strive to create classrooms at each grade level that have a balance of gender, academic abilities, and social needs. Working as a team with families, community members, educators and students Beechgrove provides quality educational opportunities for all of our students. Students have many opportunities to participate in school programs throughout the day and beyond. These programs develop academic and social skills and include Chorus, Art Club, Coding Club, Drama, Dance, Quick Recall Team, Future Problem Solving Team, Spelling Bee, Energy Team, News Team, Basketball, Karate, Bowling, Junior Achievement, 4-H, and Running Club. Beechgrove students also participate in various local and state competitions in art, writing and conservation.

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School's Purpose

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

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove staff uses a positive and proactive approach with classroom management ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order that all the learning needs of students are met. Teachers implement Response to Instruction research based programs and strategies that are determined based on formative and summative assessments. The RTI committee and classroom teachers develop a plan for students who are at risk. Teachers incorporate the use of Learning Targets, formative and summative assessments, disciplinary literacy strategies, including the use

of Accountable Talk and higher level problem solving strategies. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade. These students receive enrichment activities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as attending the Project ASCENT pull out program. At Beechgrove we believe that: Students, community and parental involvement are important -Students will develop a strong academic foundation -Students will develop appropriate social skills -Students will develop appropriate physical skills and become "health aware" individuals with healthy life styles -Students will be respectful of the environment and the world around us -Students will have strong dignity and self-worth

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Notable Achievements and Areas of Improvement

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.

Beechgrove Elementary was selected to pilot the first Toyota bornlearning® Academy to support kindergarten readiness and beyond. Due to the success of this program at our school, United Way of Greater Cincinnati Success By 6 chose Beechgrove to be the model site for the state. Additional schools in the state are working to implement this program with funding provided from Toyota. Our Family Resource Center collaborates with these schools to ensure fidelity of the Toyota bornlearning® program. The bornlearning® Academy is a series of family workshops. Together families learn how to prepare children for school by turning everyday moments into learning opportunities. Based on the analysis of the 2017-2018 KPREP data by the SBDM Council and faculty of Beechgrove, math was identified as an area for improvement in the coming year. According to our assessment data 2015-2016 school year 63.3% of students scored in the proficient or distinguished range in math on the KPREP. In 2016-2017 56.6% of students scored in the proficient or distinguished range on the KPREP assessment in math. In 2017-2018 58.9% of students scored proficient or distinguished range on the KPREP assessment in math. We will collect, monitor, and triangulate math assessment data at additional PLC data meetings each month. We'll vertically plan and implement strategies which will enable all students to become proficient or distinguished in math. Based on analysis of 2017-2018 KPREP data 53.2% of special education students scored proficient or distinguished in the area of math. This is an area that has shown a decrease over the last three years. Based on all of our data improving math proficiency for special education students continues to be an area of focus for our school. Based on the analysis of TELL survey data there is a need for teachers and students to have access to more technology. In order to accomplish

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Additional Information

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

Beechgrove students are recognized for many accomplishments. These recognition programs include: Weekly Golden Bell Attendance Recognition, Monthly Attendance Incentive, Bruin Buddies, Reading Counts Program Awards, Bruin Leaders, Character Counts awards, WOW (What Outstanding Work) Awards, KPREP Celebration Awards, Honor Roll recognition, classroom award incentives for positive behavior. Parent and community volunteers have many opportunities

to be involved in the success of Beechgrove students. Volunteer programs include B.E.S.T. partnerships, PTA, One-to-One Reading program, Bruin Partner Mentoring program, FRC sponsored programs/events (bornLearning, ABCs for Parenting, Kindergarten Jump Start and Me and My School Programs, Community Action Day), Junior Achievement, 4-H, and classroom volunteers. Volunteers are very important to our school and we encourage parents, guardians, and community members to be actively involved in our school.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Beechgrove October 2018 Phase Two: The Needs Assessment for Schools_10092018_11:20

Phase Two: The Needs Assessment for Schools

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Analysis of K-Prep data, MAP data, Common Assessments, DIBELS Data and other assessment data that have been reviewed throughout the school year leads to continual adjustments in job-embedded professional learning and determination of needs. Through Faculty Meetings, Committee Meetings, PLCs and job-embedded PD, as well as, scheduled and flexible PD during this school year, next steps have been determined with input from administration, teachers, SBDM members, and consultants. Team Leader Meetings, Professional Learning Committee Meetings, Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Teachers and Instructional Assistants determined their personal learning needs through self-evaluation and formative and summative evaluations.

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

On the 2017-18 KPREP test Beechgrove Elementary School's overall percentage of proficient and distinguished students in reading was 61.9, in math was 58.6 and in writing 41.5. The percent of students in the non-duplicated gap group scoring proficient or distinguished on the 2017-18 KPREP test: 55.9 in reading, 50.9 in math and 32.9 in writing. MAP Fall data shows that in reading 55% of all students are at or above the 50th percentile and 53% of Gap students are at or above the 50th percentile. In math 50% of all students are at or above the 50th percentile and 49% of Gap students are at or above the 50th percentile.

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Priorities/Concerns

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

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

38.8% of math students performed at the proficient level in 2017 on KPREP test and 37.8% of math students scored proficient in 2018. 45.5% of reading students performed at the proficient level in 2017 on KPREP test and 39.6% of reading students performed at the proficient level in 2018 on KPREP test. 65.7% of our writing students performed at the proficient/distinguished level in 2017 on KPREP test and 41.5% writing students performed at the proficient/distinguished level in 2018 on KPREP test.

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Trends

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

Over the past several years our data analysis showed that our academic priorities would be on improving core reading, math, and writing instruction by focusing on meaningful engagement, accountable talk, formative assessment, and effective collaborative learning. In order to increase effectiveness for instructional strategies with Tier II and Tier III intervention, including interventions for students in the gap group, our professional learning would be with RTI strategies, math interventions, Compass Learning, R180 and S44 and co-teaching. We increased access to assessment data of student groups as well as individuals, scheduled structured time to learn what the data was telling us as an additional need that we identified to increase student achievement. This data analysis effort also focused on how to identify needs of students in "Gap" populations. Our focus for this year continues to be on improving core instruction particularly in math and writing. We also will be meeting regularly within Special Education PLC's to better utilize co-teaching opportunities to better meet the needs of students.

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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 the following processes, practices, and conditions to improve student learning: - Increased PLC monthly data meetings to weekly data meetings (triangulating data and tracking assessments so that informed decisions are made and effective instructional strategies are shared and tracked). -RTI data entered and monitored effectively in MTSS where assigned administrator and RTI team members will ensure that the quality of comments and appropriate discussions are held. -PPR walk bubble talks will ensure that tasks are rigorous and meaningful. These bubble talks will allow for frequent opportunities for both teacher and administrator to self-reflect and refine feedback. -Lesson plans reflect intentional tasks and activities where students are on the cusp of moving from novice to apprentice, apprentice to proficient, and proficient to distinguished. -Kagan strategies will be incorporated in K-5 classrooms so that there is an increase in collaborative thinking and leaning. -We have made significant gains in purchasing and utilizing technology devices throughout the school. However we are planning and purchasing more Chromebooks and iPads throughout the grade levels so that we eventually become one-to-one technology school. - Involve KCSD consultant to work with each grade level to fully implement, with fidelity, our writing policy and continuum. An increase awareness of what a distinguished piece of writing looks like with multiple opportunities for effective calibration of writing pieces will be the focus of PLC meetings.

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Strengths/Leverages

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

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

50.9% of Gap math students performed at the proficient/distinguished level on 2018 KPREP test and 48.9% of Gap math students performed at the proficient/distinguished level on 2017 KPREP test. 20.8% of math students performed at the distinguished level on 2018 KPREP test and 17.8% of math students performed at the distinguished level on 2017 KPREP test. 22.2% of reading students performed at the distinguished level on 2018 KPREP test and 20.0% of reading students performed at the distinguished level on 2017 KPREP test.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Beechgrove December 2018 Phase Three: Comprehensive Improvement Plan for Schools_11122018_14:01

Phase Three: Comprehensive Improvement Plan for Schools

Beechgrove Elementary School
Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/10/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


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

N/A

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 December 2018 Beechgrove CSIP	BG CSIP	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Beechgrove Elementary School will increase the percentage of students who are proficient and distinguished in math on the state assessment from 58.9% in 2018 to 79.5% by May 15, 2023.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">• <u>KCWP 1: Design and Deploy Standards</u>• <u>KCWP 2: Design and Deliver Instruction</u>• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• <u>KCWP 4: Review, Analyze and Apply Data</u>• <u>KCWP 5: Design, Align and Deliver Support</u>• <u>KCWP 6: Establishing Learning Culture and Environment</u>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">• <u>KCWP1: Design and Deploy Standards Classroom Activities</u>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Beechgrove Elementary School will increase the percentage of students who are proficient/distinguished in math for grade 3 students from 58.9% to 63.0% as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction Classroom Activities	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PLC math data meetings	Michael Jacks Heather Rabe Francine Kemper (Monthly)	0
			Vertical math curriculum meetings	Michael Jacks Heather Rabe Francine Kemper (Trimester)	
	KCWP 5: Design, Align and Deliver Support Classroom Activities	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention	RTI meetings	Michael Jacks Heather Rabe Francine Kemper (Weekly)	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Supports.			
Objective 2					

2: Separate Academic Indicator

Goal 2: Beechgrove Elementary School will increase the percentage of students who are proficient/distinguished in writing for students from 41.5% in 2018 to 70.8% by May 15, 2023.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Beechgrove Elementary School will increase the percentage of students who are proficient in writing from 41.5% to 47.4% in 2019 as	KCWP1: Design and Deploy Standards Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	District consultant PLC meetings	Michael Jacks Heather Rabe Francine Kemper Julie Aytes (November, January, February, March)	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
measured by the school report card proficiency data.	KCWP3: Review, Analyze and Apply Data Classroom Activities	Create intentional opportunities for students to receive and offer effective feedback during learning.	Weekly RTI meetings	Michael Jacks Heather Rabe Francine Kemper (October – May)	0
	KCWP6: Establishing Learning Culture and Environment Classroom Activities	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Weekly Admin Meetings	Michael Jacks Heather Rabe Brandy Bonar KTP Francine Kemper (October – May)	0
Objective 2					

3: Gap

Goal 3: Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 53.2% in 2018 to 76.6% by May 15, 2023.		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Goal 3: Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 53.2% in 2018 to 76.6% by May 15, 2023.

	<ul style="list-style-type: none"> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 53.2% to 68.5% in 2019 as measured by the school report card proficiency data.	KCWP3: Design and Deliver Assessment Literacy Classroom Activities	Increase collaboration in deconstructing standards and developing congruent learning targets.	Weekly grade level meetings with administration	Michael Jacks Heather Rabe Francine Kemper (October – May)	0
		Create formative and summative assessments that are aligned to the standards.	District consultant PLC meetings	Michael Jacks Heather Rabe Francine Kemper Julie Aytes (October, December, February)	0
		Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Biweekly meetings with FRYSC.	Michael Jacks Heather Rabe Brandy Bonar KTP Julia Goodman (October – May)	0
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

4: Growth

Goal 5: By 2022, Beechgrove Elementary School will increase the percentage of students showing growth in MAP for reading from 50.7% in Spring 2018 to 71.4%.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Beechgrove Elementary School will increase the percentage of students showing growth in MAP for reading from 50.7% to 60.6%.	KCWP2: Design and Deliver Instruction Classroom Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	PLC math data meetings	Michael Jacks Heather Rabe Francine Kemper (October – May)	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	District consultant PLC meetings	Michael Jacks Heather Rabe Francine Kemper Julie Aytes (November, January, March)	0
Objective 2					

5: Transition Readiness

Goal 6: By 2022, Beechgrove Elementary School will increase the percentage of students transition ready in grade 5 from 23.3% in 2018 to 61.7% as measure by P/D in all areas of Reading, Math, Social Studies, and Writing.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Goal 6: By 2022, Beechgrove Elementary School will increase the percentage of students transition ready in grade 5 from 23.3% in 2018 to 61.7% as measure by P/D in all areas of Reading, Math, Social Studies, and Writing.

- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: : By 2019, Beechgrove Elementary School will increase the percentage of grade 5 students transition ready in grade 5 from 23.3% to 62.0%.	KCWP1: Design and Deploy Standards Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	District consultant PLC meetings	Michael Jacks Heather Rabe Francine Kemper Julie Aytes (November, January, February, March)	0
	KCWP3: Review, Analyze and Apply Data Classroom Activities	Create intentional opportunities for students to receive and offer effective feedback during learning.	Weekly RTI Meetings	Michael Jacks Heather Rabe Francine Kemper (October – May)	0
	KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within	Monthly Attendance/Behavior/SEL PLC Meetings	Michael Jacks Heather Rabe Brandy Bonar KTP Francine Kemper (October – May)	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2		classroom daily operations.			

**Beechgrove December 2018 Phase Three: Closing the Achievement Gap
Diagnostic_11142018_15:19**

Phase Three: Closing the Achievement Gap Diagnostic

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/11/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

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

See attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Beechgrove services over 700 students in preschool through fifth grades. With approximately 69% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. Beechgrove has approximately 31% students in the gap group and 11% students with disability with an IEP. Beechgrove has approximately 11% of students who are identified as homeless. The climate and culture of Beechgrove Elementary School is positive and productive. Student basic needs are met and there is a "no excuse" expectation for all learners. Teachers and staff take students where they are and move them to their highest potential. Parents are supportive as are community agencies and organizations. We have excellent attendance at our Born Learning monthly academies where home and school come together to provide opportunity and resources for families as they relate to education now and in the future.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Beechgrove free and reduced numbers have increased as our gap achievement scores also increased. Our free and reduced students are performing within 10% of all students in Reading, Math, Social Studies, and On-demand Writing. Reading Grade 3 free/reduced students scored at proficient/distinguished – 59.5% (Reading Grade 3 all students scored at proficient/distinguished – 63.4%). On-Demand Writing free/reduced students scored at proficient/distinguished – 6.6% (On-Demand Writing all students scored at proficient/distinguished – 5.2%).

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The gaps Beechgrove has successfully closed are writing novice students from 12.3% in 2016 to 6.5% in 2018. In writing students increased from 1.4% scoring distinguished in 2016 to 5.19% scoring distinguished in 2018. In math students increased from 48.9% scoring proficient and distinguished in 2016 to 51.3% scoring proficient and distinguished in 2018.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The gap groups and content areas where Beechgrove has lacked progression or regression is in Math Grade 3 free/reduced students at proficient/distinguished – 42.9% (Math Grade 3 all students at proficient/distinguished – 52.8%). Math Grade 3 free/reduced students at proficient/distinguished – 42.9% (Math Grade 3 all students at proficient/distinguished – 52.8%). In Reading Grade 5 free/reduced students at proficient/distinguished – 53% (Reading Grade 5 all students at proficient/distinguished – 68.9%). In Grade 5 Social Studies gap students at novice – 7.2% in 2017 to 10.4% in 2018.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Teachers will participate in professional development in the area of core math instruction, use of MAP data to set goals, best practice co-teaching math methods, and differentiated math activities and strategies. Master schedules changes will be made reflecting 90 minute core reading and additional RTI time. Beechgrove's Professional Development plan was approved by Dr. Webb,

superintendent in May 2018. Extended School Services will include before and after school math tutoring and summer learning program will focus on math fact fluency, operations, and problem solving. Extended School Services were approved by Dr. Webb, superintendent in November 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Our focus over the past several years has been to increase reading proficiency school wide. Personnel, resources, intervention programs and materials have been put into place to boost our reading scores school wide. More emphasis now needs to be on following that same process for math and securing personnel, resources, intervention programs and materials to increase math proficiency school wide. There is a need for more electronic devices throughout the building for student access. An area of improvement will be to increase the number of electronic devices students have access to on a daily basis. This includes Chromebooks, iPads, and laptops. A goal is to have a 1:1 internet computer ratio.

G. 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.

Beechgrove's school improvement plan is reviewed and feedback solicited at our SBDM, faculty, PLC, and Bruin Leadership Team meetings. Input is solicited throughout the year from surveys and various committee work. Updates and minutes from committee work and meetings are shared so that all stakeholders have input and are kept current with progress on goals. There is close collaboration with district consultants and administrator elevator to ensure that essential support and professional development is provided to all staff. SBDM meetings - Mike Jacks, Heather Rabe, Hayley Hilgenberg, Celia Fuller, Peggy Kreidenweis, Megan Sims, and Amy Edwards. PLC meetings - Mike Jacks, Heather Rabe, and teachers.

III. Planning the Work

Gap Goals

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).

Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 55.1% in 2018 to 76.6% by May 15, 2023. Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 55.1% in 2018 to 59.4% by May 15, 2019. Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 53.1% in 2018 to 76.6% by May 15, 2023. Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 53.1% in 2018 to 56.4% by May 15, 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 December 2018 Beechgrove Gap Group	BG Gap Group ID	III
 December 2018 Beechgrove Measurable Gap Goal	BG Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
African American 27	3.3
Hispanic 42	5.2
Two or More Races 64	7.9
Asian 4	0.6
English Learners 17	2.2
Free/Reduced 436	57.2
Students with Disabilities 127	16.7

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 55.1% in 2018 to 76.6% by May 15, 2023.	Review, Analyze, and Apply Data	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis) < creation of SMART goals for improvement, and development of a method of quality assurance monitoring.	Michael Jacks	MTSS Data, meeting agendas and minutes	0
	Delivery of Instruction	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Michael Jacks	Formal and nonformal classroom observations, data notebooks, meeting agendas, and minutes.	0

		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Michael Jacks	Curriculum maps, agendas and minutes from vertical meetings.	0
Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 51.3% in 2018 to 76.6% by May 15, 2023.	Review, Analyze, and Apply Data	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis) < creation of SMART goals for improvement, and development of a method of quality assurance monitoring.	Michael Jacks	MTSS Data, meeting agendas and minutes	0
	Delivery of Instruction	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Michael Jacks	Formal and nonformal classroom observations, data notebooks, meeting agendas, and minutes.	0

[illegible]

**Beechgrove October 2018 Phase One: Continuous Improvement
Diagnostic_08292018_14:09**

Phase One: Continuous Improvement Diagnostic

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 09/26/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

On the TELLKY survey, the question that averaged the lowest were those related to Time with an average of 68.7%. Q2.1a. in this section that asked if class sizes were reasonable such that teachers have the time available to meet the needs of all students scored a 56.8%, which was the lowest in this area. The biggest area of growth on the entire survey, was Q2.1e. This posed the question of if efforts are made to minimize the amount of routine paperwork teachers are required to do. The 2017 survey had a response of 56.8% teachers agreeing with the statement, which increased 33.5.% from the 23.3% in 2015. In order to alleviate large class sizes, consideration of additional teaching staff needs to be consider on order to limit the number of students in classes, or changing the number of teacher in each grade level to ensure that one grade does not have overloaded classrooms.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The Bruin Leadership Team is a solution-based collaborative team of grade-level leaders. When something is not working in our school, the faculty and staff will collaborate with BLT leaders to prevent rather than react and repair. BLT members are peer selected and serve a one year term. The school will create a subcommittee falling under our Bruin Leadership Team. This subcommittee will consist of one teacher from each grade level, special education, and special area classrooms. They will work on scheduling, professional development, budget, and facility. This work will be completed prior to the end of the current school year so that more informed secession may be made and communicated to all stakeholders before summer break. Each BLT member will solicit one teacher to serve on one of the four committees for one school year. Two additional classroom teachers and one instructional aide was added in 2017-2018 to alleviate large class size. Also, discussions among SBDM and BLT will continue to ensure best use of any additional staff allocations. The technology teacher will collaborate with administration to complete a needs assessment. The results of the needs assessment will be shared with SBDM and staff for

input. A technology implementation plan will be created and prioritized needs will be identified so that an implementation plan can be implemented. School wide behavior expectations and procedures will be completed. Appropriate changes will be made and a logical consequence chart will be created that will serve as reference for teachers to utilize when behaviors arise and serve as intervention documentation. A behavior flow chart will be developed that establishes clear expectations for staff and administration as to how to address specific behaviors.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Beechgrove October 2018 Phase Two: School Safety Report_10282018_17:13

Phase Two: School Safety Report

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 10/28/2018

Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

November 2013

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

August 13, 2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Beechgrove October 2018 Phase Two: School Assurances_10282018_17:10

Phase Two: School Assurances

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 10/28/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Beechgrove December 2018 Phase Three: Title I Annual Review_11142018_15:21

Phase Three: Title I Annual Review

Beechgrove Elementary School

Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/09/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

KPREP, MAP, PBIS, Attendance Data are used as sources to develop the comprehensive needs assessment. By triangulating the data we determined our school's priority needs. Grade level, content level and achievement level, are taken into consideration when determining needs of the school. On the 2017-18 KPREP test Beechgrove Elementary overall percentage of proficient and distinguished students in reading was 61.8%, in math was 58.9% and in writing 41.5%. The percent of students in gap group scoring proficient or distinguished on the 2017-18 KPREP test: 55.1% in reading, 51.3% in math and 32.5% in writing. MAP Fall data shows that in reading 55% of all students are at or above the 50th percentile and 45% of Gap students are at or above the 50th percentile. In math 48% of all students are at or above the 50th percentile and 39% of Gap students are at or above the 50th percentile. 56.6% of all math students scored proficient/distinguished in 2017 on KPREP test and 51.3% of all math students scored proficient/distinguished in 2018. Teachers and Instructional Assistants determined their personal learning needs through self-evaluation and formative and summative evaluations. Title 1 teachers, instructional aides, and technology resources ensure that our students who need additional support are given that support through our intervention programs. 48.9% of our math Gap students performed at the proficient/distinguished level in 2017 on KPREP test and 48.9% of math Gap students scored proficient/distinguished in 2017. 17.8% of all math students performed at the distinguished level in 2017 on KPREP test and 16.% of all math students performed at the distinguished level in 2018 on KPREP test. Title 1 funds are used to purchase Mastery Connect, Mystery Science, Compass, Read 180 and System 44 materials, Dibels materials, smartboards, and Chromebooks. All of these resources and material support our focus on differentiation and providing more small group and one-on-one instruction.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Over the past several years our data analysis showed that our academic priorities would be on improving core reading, math, and writing instruction by focusing on meaningful engagement, accountable talk, formative assessment, and effective collaborative learning. In order to increase effectiveness for instructional strategies with Tier II and Tier III intervention, including interventions for students in the gap group, our professional learning would be with MTSS data, RTI strategies, math interventions, Compass Learning, R180 and S44 and co-teaching. We increased access to assessment data of student groups as well as individuals, scheduled structured time to learn what the data was telling us as an additional need that we identified to increase student achievement. This data analysis effort also focused on how to identify needs of students in "Gap" populations. Our focus for this year continues to be on improving core instruction particularly in math. We also will be meeting regularly within Special Education PLC's to better utilize co-teaching opportunities to better meet the needs of students. Core math instruction and RTI will be differentiated and students will be flexibly grouped to meet their specific needs. RTI groups will be developed to meet individual needs and data tracked will be analyzed so that effective interventions are implemented.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Bornlearning Academy will be offered to families with children from the ages of birth - 4 years of age. The training will be provided monthly on topics such as early learning, healthcare, and nutrition. A six week session of ABCs for Parenting will be provided for parents of school age students. Parent University, PTA meetings and Literacy Nights are offered throughout the school year. We also utilize the services of Linda Vila Passione (Family Community Service Consultant) as a resource for parent engagement. The cost of these programs is \$2000.00. We find that parents who attend these events are equipped with strategies and activities that support partnership with the school community to increase student learning.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Our family math and literacy nights will increase as well as topics for returning Born Learning families will include parent universities on math, reading, and writing strategies to use at home.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Professional learning opportunities are evaluated by teachers to rate their effectiveness. Input is gathered from both certified staff, classified staff members, and Family Resource and Youth Service director when planning professional learning activities. We know that some of the needs are similar however some are different. We differentiate to meet the needs determined by data gathered and input given. Classroom walks, observations, and PLC conversations are ways we monitor the impact that professional learning opportunities are making on student learning.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

School based data is analyzed and needs are determined. School-specific professional development activities are developed and implemented based on the data analysis. Data from the comprehensive needs assessment is used and triangulated to plan professional develop to best meet the needs of our teachers and the learning community. Professional learning opportunities are of high quality. Our goal is to offer differentiated learning opportunities to best meet the needs of our teachers and students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

CSIP goals will address ongoing job embedded professional learning for staff members in several areas including content areas, instructional strategies, MTSS implementation, RTI fidelity, and data analysis.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Dec 2018 Phase Three: Executive Summary for Schools_11292018_10:57

Phase Three: Executive Summary for Schools

James A Caywood Elementary School

Kelly Conner
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/12/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

Caywood Elementary is located in Edgewood, Kentucky in the Northern part of the state. We are part of the Kenton County School District and on the same campus as Turkeyfoot Middle School and the Academies of Innovation and Technology. Our school currently has 608 students in grades Preschool-5th grade. There are 72 employees, both certified and classified at Caywood. Caywood's EL population is 15% with 14.9% of being Hispanic. The free and reduced lunch percentage is 60.20% which makes us schoolwide Title eligible. We continue to be a very transient school with many students coming and leaving frequently throughout their school career. We are very proud of the services that we offer to our diverse population and have a staff who puts building relationships with ALL students first. Caywood's facility is fairly new and opened its doors to students in the fall of 2005. The building is well known throughout the state for being energy efficient and has earned several Energy Star awards for energy savings. Over the past 5 years, Caywood has seen an increase in the number of students receiving free and reduced lunch and this year all students receive free lunch and breakfast. We have also seen an increase in our EL population. We are working hard to provide 1:1 technology for our students, having earmarked money each year to purchase more chromebooks and continue to work with our PTA to raise money for technology improvements so that all students have access.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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.

Caywood's mission statement is as follows: To help all children achieve in a nurturing, safe, challenging environment, where families, staff, and community work together, to ensure mutual respect and success. Our beliefs have been created through the first letter of our school name which is COMETS. We believe in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful lifelong learner. We believe in: Teaching to achieve excellence. We believe in: Students, staff, families and community working together. We embody this mission and our beliefs in numerous ways. First, we value shared decision-making, which is achieved by all staff being a part of an SBDM committee. These committees contribute to the creation of policies which either directly or indirectly impact student achievement. We complete an annual data analysis meeting with the entire staff to analyze state testing data. We have a teacher leadership team comprised of representatives from each grade level that meet monthly to discuss assessment data and instruction. We annually review our CSIP to identify critical needs and strategies for improvement. We name and claim every individual student in our school through PLC meetings and RTI meetings always referring to student data to make instructional decisions. Each student is provided Core Instruction in Reading and Math and also receives intervention or enrichment in those areas in addition to their Core instruction each

day. We have created a structured RTI program utilizing Title I staff and EL support staff who provide interventions using researched based instruction. We offer numerous programs that invite our families and communities into our school to be more informed about our programs. This is not limited to but includes the following: Annual Math University Night, Annual Literacy Night, two school wide book fairs with one night designated for families. School-wide open house at the start of each school year with a separate Jump Start for Kindergarten students. Starting this year, we offer full day kindergarten! Our PTA hosts monthly meetings with one grade level performing at each meeting where parents are invited to attend. We host two evenings for parent conferences in the fall prior to the end of the first grading period. Our FRC coordinator also offers the following programs to increase and encourage family engagement: BORN learning Academy; All Pro Dads Breakfast bi-monthly and IMOMS breakfast bi-monthly; Relatives Raising Relatives Program; Children of Incarcerated Parents Program; Food for Thought bags sent home with low-income students each Friday; attendance incentive program; Red Ribbon Week Program. For the past 2 years, we have partnered with District Title Staff to provide unique opportunities for our Hispanic population which include: Separate sessions for Hispanic families (translated in Spanish) for our Math and Literacy Nights as well as our Born Learning program. With the help of local agencies and District Title person, we have offered a variety of Parent Cafe's for Hispanic families revolving around numerous topics such as discipline, parent conference tips, instructional strategies and support with medical issues. Through Title funding, we also offer a 4 week summer school which is available to EL population to focus on increasing reading and math skills. Caywood is also the home to UpSpring in the summer, which is a non-profit organization which provides an 8 week all day camp/summer school for students who are homeless. Last year enrollment in this program was 65 students from across the Kenton County. Finally, Caywood's current school wide theme is focused on "SquadGoals" which represents Grit-Own your Actions-Always Persevere-Learn From Mistakes-Show Kindness. This is a continued theme from last year's focus on GRIT and we recognize and reward students weekly who demonstrate these characteristics.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

Caywood's current staff has 4 National Board Certified teachers. We are an Energy Star school and well known across the state for our efficient building and programs. Every classroom is equipped with a Smartboard for interactive learning. In grade 5, we are 1:1 with chromebooks for every student. In fourth grade, we are 2:1 ratio and in all other grades we have a 5:1 ratio of student technology devices. Our goal is to be 1:1 for all students within two years. We have a full time media specialist and a full time technology teacher who collaborate together to provide opportunities for all students in the area of technology including maker space, google docs, google maps, google classroom and google slides. Our media specialist is Google Certified, and our technology teacher is in the process of gaining her certification. Our school has an outdoor courtyard on it's premises that was designed to have all working parts of the water cycle. This allows teachers to provide an environment conducive to learning next generation science standards. The courtyard is also used by our STEM club which is comprised of students with a deep interest in science, technology, engineering and math. Our STEM club sponsor received a grant last year for a 3D printer and just received another grant for this school year with additional training provided. We have now added a 3D printer club for 4th and 5th grade students to have opportunities for further scientific investigations beyond the regular classroom setting. In addition, our 4th grade science teacher was recently selected to work at the state level on refining state

assessments for Science with NGSS standards. As a school we offer over 20 after school or before school club opportunities for our students. We continue to have a 21st Century Grant, allowing 77 students to stay after school four days per week to participate in homework help and other extracurricular activities including STEM. Our STLP team will be participating for the 4th year in a row at the state competition, having placed high enough at Regionals each of those years to move on to the State level competition. For the second year in a row, our academic team placed 2nd in District Competition and moved onto Regionals. Notable Academic Achievements include: Caywood scored in the top 18% in the state for ALL students in Growth on 2017-18 KPREP. In the area of Reading, Caywood's EL students increased from 9.1% Proficient and Distinguished in 2017 to 32.1% in 2018. This was an increase of 23 percent. In the area of math, Caywood's index is 77.7 compared to the state average of 69.1. 60.3% of ALL students in 3rd, 4th and 5th grades scored proficient or distinguished in math and students who are free/reduced lunch scored 52.5% proficient and distinguished in math which is within 10% of ALL students. Caywood's writing achievement score is 77.5 which is above the state average of 63.0. Other notable achievements include an average daily attendance of 96.1% in 2017-18. Our 2017-18 behavior data indicates that 93% of our students had 1 or less office referrals. Areas for improvement: *Increase the number of proficient and distinguished students in the area of reading from 57.5% in 2017-18 to 67.8% in 2019-20. Another area of growth for Caywood is to improve the proficiency of our students with disabilities. *Increase the number of proficient and distinguished students with disabilities in the area of reading from 18.2% in 2018 to 35.2% in 2019. *Increase the number of proficient and distinguished students with disabilities in the area of math from 9.1% in 2018 to 27.9% in 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

Caywood has a school wide positive behavior intervention program (PBIS) that encourages students to be responsible and respectful. Each day, the entire student body recites the Caywood Comets Pledge which reviews required expectations. Last year, we began a new program called "Success Days" which occur at the end of every grading period. Students with no office referrals and have all work completed get to participate. This program has been highly successful in motivating students. This year, we have hired a behavior interventionist to design and implement Tier II and Tier III interventions for students who are struggling with behaviors. She also is responsible for running small groups to teach social skills using a research-based program called "Zones". This program focuses on helping students become aware of their emotions and behavior and their impact on themselves and others. The school psychologist, counselor, and social worker also work on this team to provide intervention and small group instruction. The administrative team meets weekly to discuss progress and make decisions for next steps for all students receiving a behavior intervention. Our entire staff is working to assist all of our students with mental health barriers. This year, our school leadership team is leading a book study for the entire staff called "Discipline with Dignity" by Richard Curwin in order to provide instruction and tools for teachers in dealing with more severe behaviors and mental health issues. In addition, we have continued our schoolwide focus on "GRIT and Perseverance". Students are recognized weekly for demonstrating these characteristics. Our school-wide hashtag is noted on all publications: #CaywoodSquadGOALS. The GOALS represents: Grit, Own Your Actions, Always Persevere, Learn from Mistakes, and Show Kindness. This school-wide theme is repeated and emphasized across the school. We are also focusing this year on providing interventions for those students who

are "chronically absent". The counselor, FRC coordinator, and district social worker work to analyze attendance data and provide resources to families, as well as conducting home visits in order to get to the root of the problem. Our counselor works diligently to set up school based therapy with outside providers to assist those students with social-emotional needs. Students who are chronically absent are reviewed weekly at the Administrative Team meeting. We work with Northern Kentucky University to reward students each grading period that have perfect attendance by making them a part of "Victor's List" and giving them free tickets to sporting events at Northern Kentucky University. We also have a monthly drawing for a brand new bike for those students who have perfect attendance. Caywood teachers utilize "Class Dojo" as their digital communication tool to all families. In addition, the school distributes a bi-weekly digital newsletter which also goes on social media sights including Facebook and Twitter. We are working to implement a daily news show completely run by students that is available to all classrooms on their smartboard each morning. This work is being led by our technology teacher and the STLP team. Our mission is to provide high quality education to ALL students and to make sure all families and stakeholders are engaged in their child's education.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Nov. 1, 2018Phase Two: The Needs Assessment for Schools_10202018_12:37

Phase Two: The Needs Assessment for Schools

James A Caywood Elementary School

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 10/20/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Initial overall KPREP data and new accountability model was reviewed at PLC meetings in early October. Next, the school wide data analysis took place after school on October 18, 2018 for 3 hours of professional development. Stakeholders involved included preschool through 5th grade teachers, special education teachers, EL instructional assistant, Title interventionist as well as special area teachers. At this meeting, each grade level was required to complete an Action Plan based on critical data points triangulating KRPEP data, MAP Scores, Dibels and other intervention data. Each action plan was reviewed by the Administrative team on Oct. 22nd. The KPREP data was reviewed by the SBDM Council on October 24, 2018. Following that meeting, the School Leadership Team comprised of representatives from all grade levels, special education, and special area teachers reviewed and made adjustments to the action plans on October 26, 2018. The school leadership team will continue to meet at minimum twice monthly to review CSIP goals and plans based on triangulated data.

ATTACHMENTS

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- Top 18% in the state for growth -59.09% of third grade students scored Proficient or Distinguished in Reading as compared to 67% of students in the previous school year. -46.91% of 4th grade students scored Proficient or Distinguished in Reading -Last year's 4th grade students improved from 48.6% in Reading to 59.59% in Reading as 5th graders in 2017-18 KPREP scores -52.54% of GAP students scored Proficient or Distinguished in Math as compared to 60.42% of ALL students.
- 21.21% of 5th grade students scored Distinguished in On-Demand Writing as compared to GAP students at 17.39%

ATTACHMENTS

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Priorities/Concerns

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

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

-In 2017-18, there were 249 behavior referrals with 30 out of school suspension days -67% of third graders scored Proficient or Distinguished in Reading in the 16-17 school year. In 2017-18 those same students as 4th graders scored 53.85% proficient or distinguished showing a 13.15% drop in scores. -65% of third graders in 16-17 scored Proficient or Distinguished in Math. The same students in 4th grade scored 54.81% in Math showing a 10.19% drop in Math. Both of these declines in scores occur from 3rd to 4th grade.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

-Reading remains a significant area of improvement across grade levels and GAP groups, particularly from 3rd to 4th grade. -Math remains an area for growth particularly from 3rd to 4th grade as well. -The number of behavior referrals and out of school suspensions for major behaviors remains an area of improvement.

ATTACHMENTS

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

-Scoring in the top 18% of elementary schools in the state for growth. -GAP students in math score within 10% of ALL students. All GAP kids in Math score above district average.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**Dec 18 Phase Three: Comprehensive Improvement Plan for
Schools_11292018_09:51**

Phase Three: Comprehensive Improvement Plan for Schools

James A Caywood Elementary School

Kelly Conner
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/04/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 December 2018 Goal Builder	December 2018 Goal Builder	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal):

Increase the number of proficient and distinguished students in the area of Reading from 57.5% in 2018 to 78.75% in 2023.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the number of proficient and distinguished students in the area of reading from 57.5% in 2018 to 61.75% in 2019.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <p>(Intentional Focus on CORE (Tier 1) Reading instruction. Purchased Wit and Wisdom curriculum for all grades K-5 to provide consistent instructional practices for ALL students. Changed schedule so that ALL students receive a minimum of 90 minutes of</p>	MAP Scores, Dibels Scores, Weekly Formative assessments and grade level common assessments.	Ongoing progress monitoring of student data by teachers using daily and weekly formative assessments. Teachers will review common assessment data as tests occur to determine overall trends of what students need to know. Monthly classroom learning walks by Administration and District Consultants.	\$23,000 for initial purchase of Wit and Wisdom. An additional \$28,713 to purchase Module Tradebooks for students. Funded through school-wide fundraiser and Title I funds.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		CORE reading in addition to reading intervention at all grade levels.)			
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Assess with formative and summative assessments that are aligned to the standards and learning targets <p>(Weekly Grade Level PLC meetings focused on student data analysis using formative assessments)</p>	Formative and summative assessments; MAP, Dibels and intervention progress monitoring data	Weekly Data Review at PLC meetings with teachers and Administration	\$0
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. <p>(MTSS/RTI system to provide regular 6 week checks of ALL students participating in a Tier II or Tier III reading intervention.</p>	District Data Board- progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	6 WEEK Data reviews- Administration and Teachers responsible for reviewing intervention data in Reading.	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. (Implementation of SEL Curriculum School Wide- "Choose Love")	Discipline Referrals, Counselor referrals for mental health support	Weekly Monitoring of Discipline Referrals at Admin team meeting with Principal, Asst. Principal, Counselor, FRC Coordinator, District Social Worker and Behavior Interventionist.	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

Increase the % of proficient and distinguished students in On-Demand Writing from 51.5% in 2018 to 75.75% in 2023.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the % of proficient and distinguished students in On-Demand Writing from 51.5% in 2018 to 56.35% in 2019.	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> • Use assessments to help students assess and adjust their own learning (Continue Monthly On-Demand Writing Scrimmages-Recognize and reward students for Proficient writing and provide feedback to students to move towards proficiency)	On-Demand Writing student work samples	Monthly-teachers and administration analyze student on-demand pieces given during on-demand scrimmage. Determine which students are proficient and which students need further instruction for growth.	\$0
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Implement data teaming methodologies, including collection and charting of 	On-Demand Writing student work samples	Monthly- Teachers and administration analyze student on-demand pieces given during school wide scrimmage and determine	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.</p> <p>(Monthly PLC meetings to analyze student writing and calibrate scoring in order to determine overall strengths and areas for growth at each grade level.)</p>		<p>overall areas of strength and growth for each grade level and then determine which students are proficient and which students need further instruction for growth.</p>	

3: Gap

Goal 3 (State your Gap goal):

Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 18.2% in 2018 to 59.1% in 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 18.2% in 2018 to 26.38% in 2019.	KCWP-2-Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards <p>(Administration will monitor lesson plans and program implementation of special education classrooms both resource and collaborative settings to ensure congruency between standards, learning targets and assessments. Lesson plans will be posted weekly on Special Ed Team</p>	Lesson Plan Implementation; Formative Assessment Data; MAP Data Progress Monitoring Data	Lesson Plans Monitored Weekly by Administration Ongoing progress monitoring; Learning Walks with immediate teacher feedback	\$800.00- planning days for teachers Title I funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Drive.)			
	KCWP-4- Review, analyze and apply data	<ul style="list-style-type: none"> • Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring. <p>(Bi-Weekly Special Education Team meetings to review and analyze specific student data and progress towards IEP goals and overall trend data using multiple data points to assess growth towards proficiency.)</p>	Progress monitoring data towards IEP Goals; MAP data; common assessment data, formative assessment data	Bi-Weekly monitoring- Special Ed teachers, school psychologist, counselor and school administration	
	KCWP-5-Design, Align and Deliver Support	<ul style="list-style-type: none"> • Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. <p>(Weekly PLC Meetings with General Ed and Special Ed</p>	District Data Board- progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data	Weekly- General Education Teachers, Spec Education Teachers and Administration	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		teachers to monitor progress of ALL students using multiple data points. Spec Ed teachers will attend one grade level meeting per week.			

4: Growth

Goal 4(State your Growth goal):

Increase % of students showing growth in Reading from 53.04% in Spring 2018 to 74.8% in Spring 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase % of students showing growth in Reading from 53.04% in Spring 2018 to 59.68% in Spring 2019.	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (Improve analysis of program data in Reading including data from Read 180, System 44 and Dibels by progress monitoring	Intervention Program Data; MAP Data	General Education Teachers, Special Education Teachers, Administration- Weekly analysis of program data	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		monthly with teachers)			

5: Transition Readiness

Goal 5(State your Transition Readiness goal):

Increase the % of 5th grade students scoring proficient or distinguished on KPREP Reading, Math, Social Studies, and On-Demand Writing from 33.33% in 2018 to 68.28% in 2023.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the % of 5 th grade students scoring proficient or distinguished on KPREP Reading, Math, Social Studies and On-Demand Writing in 2018 from 33.33% to 49.248% in 2019.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <p>(Intentional Focus on CORE (Tier I) Reading instruction. Purchased Wit and Wisdom curriculum for all grades K-5 to provide consistent instructional practices for ALL students. Changed schedule so that ALL students receive a</p>	MAP; Weekly Formative Assessments; Common Assessments	Ongoing progress monitoring of student data by teachers using daily and weekly formative assessments. Teachers will review common assessment data as tests occur to determine overall trends of what students need to know. Monthly Learning Walks by Administration and District Consultants.	\$23,000 for initial purchase of Wit and Wisdom. An additional \$28,713 to purchase Module Tradebooks for students. Funded through school-wide fundraiser and Title I funds.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		minimum of 90 minutes of CORE reading in addition to reading intervention at all grade levels.)			
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring <p>(Weekly Grade Level PLC Meetings to analyze specific data in Reading, Math, On Demand Writing and Behavior.)</p>	MAP; Formative Assessment Data, Common Assessment Data; Behavior Charts	Weekly progress monitoring of student data-conducted by teachers at each grade level, special education teachers and administration.	
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring 	District Data Board- progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	District Data Board- Every 6 weeks-Teachers, administration, behavior interventionist, Counselor analyze specific content intervention data. RTI referrals are monitored weekly for appropriate placement into Tier II or movement to Tier III interventions.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		checks. MTSS/RTI system to provide regular 6 week progress monitoring checks of ALL students participating in a Tier II or Tier III reading intervention.			

**Dec. 2018 Phase Three: Closing the Achievement Gap
Diagnostic_11292018_10:56**

Phase Three: Closing the Achievement Gap Diagnostic

James A Caywood Elementary School

Kelly Conner
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/12/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Caywood utilizes MAP, KPREP, DIBELS and Brigance assessments to analyze and measure progress of our GAP students. We also utilize program data from our RTI groups to monitor student progress throughout the year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Caywood's school population is quite diverse with a total enrollment of 619 students including preschool. We currently have one of the highest free and reduced lunch population of all 11 elementary schools in our district, at 60.1%. We are now serving free breakfast and lunch to 100% of our students. Our free and reduced lunch population are scoring within 10% of our ALL student population. Our GAP exists within our EL population which is 11.3% of our students and our students with disabilities which is 15.18% of our student population. Our school's culture is very positive, warm and welcoming to all families of diverse backgrounds. With our theme of Grit and Perseverance continuing throughout the last 2 years, we reward and recognize all students for Growth, Grit, Kindness and perseverance each Friday. Many students are recognized for their ability to overcome personal obstacles and reach their goals! Our hashtag this year is #SquadGoals: The acronym represents G: Grit O: Own your Actions A: Always Persevere L: Learn from Mistakes S: Show Kindness. We have continued and expanded our theme which reflects a growth mindset and an emphasis on learning from mistakes and failures. Our school celebrates diversity and recognizes our differences!

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The GAP group of EL students did show tremendous growth in Reading from 2016-17 to 2017-18, growing from 9% Proficient and Distinguished to 32.1% Proficient and Distinguished. The GAP group of students receiving free and reduced lunch scored 52.2% Proficient and Distinguished as compared to ALL students who scored 60.3% in the area of math. This gap is closing to within 10% of the total school population for our free and reduced lunch population. The GAP group of students with disabilities persists to be an area of concern in both reading and math. The KPREP data shows that in 2016-17, 25.8% of students scored proficient or distinguished in Reading and in 2017-18 that score dropped to 18.2% proficient and distinguished in Reading. In the area of Math, students with disabilities scored 19.4% proficient or distinguished in 2016-17 and this score also dropped to 9.1% in 2017-18.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Caywood has shown growth in all tested areas with our GAP group of free and reduced lunch students. We have also seen growth in our EL student population in the area of Reading.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our GAP group of students with disabilities has shown regression in both content areas of Reading and Math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Caywood's professional development plan for 2018-19 school year includes a strong emphasis on the Quality Instruction Cycle for Tier I reading as well as in special education resource and collaborative classroom settings. After school and summer PD sessions include a focus on Core

Expectations for Quality Instruction in Tier I, Tier II and Tier III with a laser like focus on student engagement tasks, formative assessment, accountable talk and collaborative learning. Job embedded PD includes Weekly PLC's with data analysis focused on RTI and progress monitoring of students in intervention. Other job embedded topics include collaborative and co-teaching with special education and general education teachers. The intentional focus of all PLC's and professional learning for this school year is on the analysis of individual student data, progress monitoring and next step actions for instruction to ensure ALL students are showing growth in the content areas of Reading and Math. The Professional Development plan was approved by the superintendent in May of 2018. Caywood utilizes it's ESS funding to provide summer school for students who are EL and have deficits in the area of Reading and/or Math. The ESS plan was approved by the superintendent in November of 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Students with disabilities prior to this year did not have enough access to CORE instruction in Reading , often times their intervention program occurred during their CORE block and they were pulled away from grade level content exposure. In addition, an intentional focus has not been placed on the analysis of academic data for students with disabilities. Therefore, instructional changes were not made accordingly with a lack of consistent progress monitoring by a team of people including, regular education, special education and school administration.

G. 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.

Several structures are now in place this year to involve all stakeholders in a continuous improvement and planning process. Teachers meet weekly in PLC's to analyze individual student data and make necessary instructional changes to support student growth. The Administration team including, Principal, Asst. Principal, Counselor, School Psychologist, District Social Worker and Behavior interventionist meet weekly to discuss student progress. A Teacher Leadership team meets monthly to review school improvement planning and works together with the school's committee structure to make appropriate curriculum and instruction decisions. Recommendations from committees and the school's teacher leadership team are made to the SBDM council as part of the development, approval and implementation of the school's improvement plan. In addition, the RTI team comprised of academic interventionist, behavior interventionist, counselor , assistant principal and principal as well as school psychologist and FRC coordinator meet to review trends as well as make instructional placements for Tier II and Tier III interventions.

III. Planning the Work

Gap Goals

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).

Goal: Increase the percentage of students with disabilities in the area of Reading from 18.2% in 2018 to 54.6% in 2021. Objective: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 18.2% in 2018 to 26.38% in 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 December 2018 Achievement GAP Group Identification	December 2018 Achievement GAP Group Identification	I
 December 2018 GAP Summary	December 2018 GAP Summary	III

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Goal: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 18.2% in 2018 to 59.1% in 2023. Objective: Increase the percentage of students with disabilities in the area of reading from 18.2% in 2018 to 26.38% in 2019.	KCWP 2: Design and Deliver Instruction	*Ensure Monitoring Measures are in place to support holistic planning for high fidelity instructional delivery of standardsAdministration will monitor lesson plans and program implementation of special education classrooms both resource and collaborative settings to ensure congruency between standards, learning targets and assessments. Lesson plans will be posted weekly on the Special Ed Team Drive.	Principal, Assistant Principal, special education lead teacher	Lesson plan Implementation; Formative assessment data; common assesement data, MAP data, IEP progress monitoring graphs; Learning Walks with immediate teacher feedback.	\$800- Planning Days for Special Education Teachers

	KCWP 4: Review, analyze, and apply data	<p>*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning(using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring. (Bi-Weekly Special Education Team meetings to review specific student data and progress towards IEP goals and triangulation of student data to assess growth towards proficiency in Reading.)</p>	Principal, Assistant Principal, Counselor, Special Lead Teacher, District Consultant, Special Education Teachers	Progress Monitoring Data towards IEP goals; MAP data; common assessment data, formative assessment data and intervention data.	\$0
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	KCWP 5: Design, Deliver and Support Service	<p>*Develop a clearly defined RTI school/districtwide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies. SMART goal measurement, and progress monitoring checks. (Weekly PLC meetings with General Ed and Special Ed teachers to monitor progress of ALL students using multiple data points. Spec Ed teachers attend one grade level per week.</p>	Principal, Asst Principal, Spec Ed teachers, Reg. Ed teachers.	District Data Board-progress monitoring tool to monitor individual student progress and instructional decisions based on triangulation of intervention data.	\$0
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Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities- 94	15.18%
EL-55	11.25%
Free and Reduced Lunch- 372	60.10%
Hispanic/Lation-105	17.21%
Asian-2	0.33%
Black/African American- 9	1.48%
Native Hawaiian or Pacific Islander-2	0.33%
Two or More Races- 55	11.25%

October 2018 Phase One: Continuous Improvement Diagnostic_09302018_13:08

Phase One: Continuous Improvement Diagnostic

James A Caywood Elementary School

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 09/30/2018

Status: Locked



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Continuous Improvement Diagnostic 3
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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on results of the TELL survey completed 2 years ago, the school has identified three areas of school improvement. The first area is Teacher Leadership. Based on the survey, 46.2% of teachers stated they feel relied upon to make decisions about instructional issues and feel comfortable raising issues and concerns that are important to them. In order to address this area, a teacher leadership team comprised of representatives from each grade level, special area, and special education have been chosen by their peers to serve on this advisory leadership team. The persons sitting on this team are paid a supplemental position salary. They are required to meet at least once monthly, but more if called upon to address any areas of concern that involved curriculum, instruction, PBIS, professional development and safety. This team collaborates with the school administration and makes recommendations to the SBDM Council. In addition, all staff members are given the opportunity to serve on a committee including Writing, Technology, Curriculum and Instruction, PBIS, RTI, etc. These committees submit monthly reports to the SBDM Council. The second area of school improvement is Managing Student Conduct. According to the TELL Survey, 77.5% of teachers felt that students followed the rules of conduct. In addition, only 82.5% of teachers agreed that school administrators consistently enforce rules for student conduct. In addition, through PLC's and faculty meetings teachers expressed concerns about how to best manage increasingly severe student behaviors. Six hours of professional Development was held during the summer of 2018 to address "Functions of Behavior" with new strategies and tools for impacting student behaviors. A book study, using the book Discipline with Dignity, will be continually studied through PLC meetings and Faculty Meetings throughout the school year. The District Student Code of Conduct will be reviewed and utilized, as well as the new MTSS process in the district for a Multi-Tiered System of Support to document and implement effective behavior interventions for all students. The third area of school improvement is Community Support and Involvement. According to the TELL survey, 42.9% of teachers agreed that Parents/Guardians were influential decisions makers in the school. In addition, 62.5% of teachers believed that parents/guardians supported teachers in their success with students. In order to address these issues of parent involvement, a new PTA Board was established and the principal works directly with the board through monthly meetings to ensure increased parent involvement in the school. The Principal and president of the PTA meet weekly to discuss events, fundraising, and parent involvement. Class Dojo has been utilized as a constant electronic communication tool where teachers and parents can communicate daily regarding student behaviors as well as communicate about what is happening in the classroom. Parents are encouraged to serve on committees and provide leadership through extra-curricular activities. These areas should be addressed in order to

improve student achievement by increasing teacher influence on decision making related to instruction, PBIS, discipline and safety; and working to increase parent involvement with teachers and students in order to contribute to their success and achievement in the classroom.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

In order to support the decisions of the SBDM Council a Teacher Leadership Team has been developed with a representative from each grade level, special area and special education. This team will meet at least monthly to provide input on instruction, curriculum, PBIS, social emotional learning, and any issue that may impact student achievement and culture. This team will communicate with teachers and be responsible for communicating concerns and ideas to the team. Recommendations from this group may be given to SBDM Council. Committees are also set up which include members of the entire staff to make recommendations to the Council. Committees meet monthly and minutes are reported at each SBDM meeting. In addition to the newly established Leadership team, a Multi-Tiered System of Support led by the district has been implemented to monitor Tier I, Tier II, and Tier III instruction and interventions for all students. This system of support involves all stakeholders. A recursive process of weekly and bi-weekly meetings has been established to review students needing interventions at all Tier Levels. An RTI team comprised of Administration, Counselors, and Social Workers meets bi-weekly to address academic, behavior and social-emotional needs of students also including chronic attendance concerns. Bi-Weekly Special Education team meetings are also scheduled opposite the dates of the RTI meetings. The Administrative team, including principal, assistant principal, counselor, FRC coordinator and social worker; meets every Monday in order to address Chronic Attendance Issues, Behavior Reports, Social Emotional Learning, suicide risk assessments and PBIS monthly trends. These meetings are focused on student achievement data and making appropriate Tier I, Tier II and Tier III RTI decisions for students. Individual student progress is monitored at the Admin Team Meeting as well as monthly PLC Grade Level Team meetings where progress and next steps are discussed for every student. Progress monitoring data will be reviewed for students with Tier II and III interventions in the areas of Reading, Math, and Behavior. Weekly PLC meetings with all grade level teachers are focused on Tier I-Quality Instruction; Tier II and III intervention data; and social-emotional learning and concerns for students who may need further support. Parental Involvement is being addressed through electronic communications system between teachers and parents (Class Dojo), monthly PTA board meetings with the Principal and weekly meetings with the PTA President and Principal to focus on parent involvement, fundraising efforts and communication with parents and the school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: School Safety Report_10202018_14:08

Phase Two: School Safety Report

James A Caywood Elementary School

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 10/20/2018

Status: Locked

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

The school SBDM Council has a policy which outlines the Emergency Management Plan. It is operational policy 2.5 and was adopted by the school council on 9-25-13 and signed by the principal.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

The most recent date of the review of the 2018-19 school emergency plan is August 22, 2018 at the regularly scheduled SBDM Council Meeting. At this meeting, the new "Navigate Prepared" program started by the district was also discussed. This program will now house the emergency plan documents in an electronic format.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

The emergency plan was discussed with all staff as part of the Records Day Requirements on August 13, 2018 of the current school year. The meeting time was between 8:30-11:30am.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Nov. 1, 2018 Phase Two: School Assurances_10202018_14:00

Phase Two: School Assurances

James A Caywood Elementary School
Kelly Conner
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/20/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

We do not employ any teachers who are not designated as "highly qualified".

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Dec 2018 Phase Three: Title I Annual Review_11292018_10:58

Phase Three: Title I Annual Review

James A Caywood Elementary School

Kelly Conner

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 12/06/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Caywood utilized multiple data sources to determine critical needs including KPREP data, MAP data, DIBELS data, Brigance Data and program intervention data including the RI and PI from the Read 180 program. The data identified a critical area of need in early phonics instruction (grades K-2) as well as a deficit in reading for our EL GAP group.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The strategies implemented as part of our school wide-program included the use of Lexia, System 44 , iReads, Read 180 and Read Naturally based on individual student needs or skill deficits. Our school also used Title funding to pay for a part time EL assistant to push in to classrooms and support EL students during reading Tier I instruction. These interventions were provided by three full time instructional assistants as well as a part-time Title I teacher. Research based, targeted interventions were implemented based on multiple data points. Our 2018 KPREP data shows that our EL students increased from 9.1% Proficient or Distinguished in 2017 in Reading to 32.1% Proficient or Distinguished in 2018. This was increase of 23 percentile points.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Each year our school plans and implements two special evenings for parents to attend in order to learn about Reading and Math instruction. We hold a Math University night in the Fall along with family book fair night, dinner and door prize incentives. Parents are invited to attend grade level presentations that are led by classroom teachers with instructional strategies, standards and tips for helping their child with Math at home. This is a highly attended event with an average of 250 people in attendance. In the Spring, we offer a Family Literacy Night with a second book fair, dinner and incentives for attending. Each grade level holds targeted workshops focused on ELA standards, reading strategies, sight words, reading intervention programs as well as on-demand writing standards and expectations. In combination with our Born Learning Grant, we use Title funds to conduct monthly Born Learning Academy Workshops targeted at helping parents with young children prepare them for kindergarten entrance. Many of our preschool families attend these workshops regularly. The have approximately 20 graduate families that attend regularly each month, adding new families each year. This year, we have used our District Title I consultant to assist with our EL families by providing specific programming to meet their needs. We have utilized Parent Cafe's in combination with Born Learning Academy to help in creating meaningful small-group conversations among parents. In addition, at Parent Conference night in November, we offer a resource fair for our EL families organized by our Title I Family Engagement Consultant. As students enter or exit a Title I intervention program, parents were notified and given student data and information about the program, as well as ideas for parents to help at home. Title staff provided weekly progress monitoring data from their targeted small groups that were included in parent/teacher conference conversations and with every report card during the school year. Our Title I parent involvement survey from the 2017-18 school year indicated that 100% of parents received student progress reports in a timely manner and 98% of parents reported that the instructional small group programs have been a positive experience for their child.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

According to our Parent Involvement survey conducted in the Spring of the 2017-18 school year, 86% of parents requested take-home activities to be sent home that were NOT computer based, specifically wanting trade books with activities to go along with them. Classroom teachers will

collaborate with Title staff to ensure that take-home activities better meet the needs of our families. In addition, this year we have an RTI committee that meets bi-weekly which includes our Title Intervention staff. These meetings will focus on student needs in intervention programs. A referral letter will go home immediately with a student placed in an intervention, or moving up from a Tier II to a Tier III. Phone calls will be made to parents or conferences held when students are found not to be making progress according to data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Data from KRPEP, MAP, DIBELS, Brigance, RI and PI assessments from the Read 180 program and intervention program data are used to identify and place students in the most appropriate interventions. Students are progress monitored weekly to evaluate the effectiveness of the intervention for that student. This data is shared with classroom teachers and the RTI committee to ensure not only that individual students are making progress, but also to determine schoolwide that the intervention program remains effective. In the Spring of each year (April), all guardians are given a survey to evaluate the Title I program. In the 2017-18 school year, the survey was sent on April 30th and there were 151 surveys returned and the data was analyzed.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Our GAP goal last year focused in increasing achievement with our EL students in the area of reading. Through Title I, we utilized the Lexia program as well as System 44 in 3rd, 4th and 5th grade where the Title Assistant pushed into the program to assist students. We also utilized funds to hire an additional part time assistant strictly focused on working with small groups of EL students for reading and writing deficits. This assistant was also used as a bilingual interpreter for families to help us better communicate student needs regarding academic concerns and progress. In addition, Title I funds were used to provide family engagement activities in Spanish to help families understand content standards students need to learn. The results of this work were positive because we grew from 9% proficient or distinguished in 2017 to 32% in 2018. When parent were asked in our survey about the best feature's of Caywood's Title I program, 80% responded extra support in improving reading, math or both; 45% responded Single Subject focus (Reading or Math) and 59% reported that their child benefited from small group pull-out instruction by Title staff in an intervention program.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

After analyzing the results of student performance data, intervention program data, as well as perception data the following revisions will be made to our school wide plan. First of all, all interventions will be provided during a Reading and Math RTI block. No student will be pulled out of Core Reading or Math instruction in order to receive Tier II and Tier III services. This way ALL students receive exposure to grade level curriculum in addition to their reading or math intervention time. This change has caused a major alteration in the school wide schedule and structure. In

addition, the Title Assistants are now responsible for keeping their own progress monitoring data on students receiving an intervention and they are sharing this data with grade level teachers weekly to make sure communication is taking place in regards to student growth and progress or lack thereof. The data is now shared on a google drive so that each teacher has easy access to analyze progress-monitoring data. We are also ensuring that instructional assistants are pushing in to collaborate with the regular classroom teacher more, in addition to providing pull-out groups with researched based programs. In the area of math, we plan to closely analyze Do the Math intervention data to see if those students in that program are transferring their knowledge to the classroom and other assessments. We plan to utilize KCM as well as the Touchpoints math strategy for some students who continue to struggle with number sense and number fluency. In the area of reading, data tells us that students are coming to 4th grade with an improved phonics foundation and reading fluency skills, but are still lacking in understanding meanings of words. Our new Wit and Wisdom curriculum purchased out of Title I Funds for grades K-5 provides a deep and intensive vocabulary instruction for all students through Tier I instruction.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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11-1-18 Phase Three: Executive Summary for Schools_11202018_11:31

Phase Three: Executive Summary for Schools

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 11/20/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

Fort Wright Elementary (FWE) completed a 22 million dollar renovation including twelve additional classrooms, art and music classrooms, a new cafeteria, new offices, and much more. FWE is located at 501 Farrell Drive in Covington, KY. FWE is part of the Kenton County School District and serves approximately 465 students in a suburban community. 74% of the student population is caucasian, with 26% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past five years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education. FWE is Schoolwide Title I with approximately 58 percent of the population being free and reduced lunch status. FWE has a caring staff of 32 certified teachers with four of them being Nationally Certified along with eleven classified staff. FWE is fortunate to have an extremely active and supportive Parent Teacher Association (PTA).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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.

Fort Wright staff, parents, and other stakeholders collaborated to develop a mission and philosophy for Fort Wright Elementary. Fort Wright's Mission Statement We believe: - Each student is important. - Every student can be a successful learner. - Effort creates ability. - Self-esteem and personal dignity come from within an individual. - Each student has a right to a quality education with rigorous learning opportunities. - Each student has a responsibility to respect others' rights to a quality education. - Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which students can learn and succeed. - Recognition and acceptance of cultural, social, physical, and economic differences creates a healthy learning community. - Learning is a life-long process. - Students, educators, staff, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed at high levels. - Proficiency for all students is within our reach. We believe in excellence for all students. Fort Wright's Philosophy The mission of Ft. Wright Elementary School, a learning community dedicated to excellence, is to prepare all children to be successful lifelong learners and enable them to demonstrate high levels of performance while achieving mastery of Kentucky's Academic Expectations. Statement of Objectives In keeping with our philosophy, we seek to implement these objectives for the students of Fort Wright School. 1. Provide a productive climate for learning. 2. Provide opportunities for developing the child's own positive self-image, and for effective interaction with other individuals. 3. Provide instructional activities that allow the child to develop to the extent of his or her abilities. 4. Help children develop a proficiency of essential skills in Language Arts, Mathematics, Social Studies, Science, and Health and Safety. 5. Provide additional assistance for children with special physical, mental, and

emotional needs. 6. Promote and encourage parental involvement in all aspects of school life. 7. Provide culturally enriching experiences.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

Fort Wright Elementary has celebrated many achievements. Recently, Ft. Wright Elementary celebrated achieving an OTHER classification on the K-Prep State Assessment. This can be attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple instructional strategies and personalizing instruction to meet each student's needs. Additionally, FWE has been a model PBIS school achieving a perfect score of 100 in the Team Implementation Checklist (TIC) for four years in a row. Staff members, bus drivers/ monitors, parents, community members, and administration collaborate to implement these school expectations and other Positive Behavioral strategies which has helped the students at FWE to learn skills and habits that will lead to success. Moving forward, FWE will be working to continue improvement with their K-PREP Gap and Growth scores and to continue building students' foundations and skills in numeracy and literacy. Based on our current analysis of state and school data, it is imperative that we do more, especially in the areas of reading and math with students in the GAP groups: free and reduced lunch status, Hispanics, and students with disabilities. Students will be accountable to analyze common and classroom assessments to identify areas for improvement. With this information, students and teachers will be able to set individual goals for common assessments, Accelerated Reader, MAP, and K-PREP. Furthermore, Ft. Wright will continue to empower teachers to lead by having lead teachers in each grade level, special area, and special education. These individuals will continually be imperative to the empowerment of teachers and students. These individuals will ensure that each team member contributes to weekly grade level lesson plans with flashbacks, standards, vocabulary, learning experiences, assessments, and RTI. These teachers will also facilitate plans to ensure each student grows with an intentional focus on students with disabilities. Teachers will collaboratively discuss students' work samples, methods to bring about academic achievement, and DIBELS analysis. The special education team will hold weekly data driven meetings for teachers to share individual student progress and specially designed instruction. This allows us to determine if the Specially Designed Instruction is effective or needs revision. Data analysis is crucial to improve each student moving forward. During the school data analysis meeting, teachers dissected each individual student's K-PREP data (including scale score to performance levels) to make individual student learning plans. Teachers focused, specifically, on students close to the next performance level and strategies that should be implemented to move students forward so they can progress from Novice -Apprentice, Apprentice-Proficient, Proficient-Distinguished. Lastly, administrators give specific feedback and coaching tips to teachers to improve instruction on the Professional Practices Rubric during classroom walks. Administrators and district consultants model instructional strategies during CSIP Strategy Meetings, Lead Teacher meetings, and during PLCs. We model quality instruction in classrooms along with empowering superstar teachers. Teachers love this opportunity of watching our very own super stars in action. FWE's school goal with these strategies in place and continued continuity is to receive a five star rating along with proficiency and growth for all students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

This is my seventh year as PRINCIPAL and I've witnessed the staff members, certified and classified, at Fort Wright Elementary transform to become top notch educators. Teachers and Instructional Assistants all develop relationships with students and have a "whatever it takes" attitude. Their dedication to the Falcon Staff, Falcon Community, and most importantly Falcon Students is first class. Everyone knows and believes in offering students a world class education so ALL Falcons graduate college and/or career ready. Fort Wright Elementary teachers and staff members take great pride in getting to know each and every student and family. These positive relationships allow teachers and staff members to really know students and how they learn best. At Fort Wright Elementary, we believe if you can dream it, you can achieve it. Falcons ACHIEVE each and every day.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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11-1-18 Phase Two: The Needs Assessment for Schools_10222018_12:23

Phase Two: The Needs Assessment for Schools

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 10/30/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Data is reviewed daily at Fort Wright Elementary. Classroom teachers formatively assess student mastery daily to guide instruction. This information is recorded in Infinite Campus, Mastery Connect, and standard checklists. Teachers and administrators discuss student data weekly during Professional Learning Communities (PLCs). Data discussions are focused on MAP, K-PREP, classroom assessments: reading assessments, math assessments, On-Demand writing, science assessments, and social studies assessment, and software data from programs implemented with fidelity. These records are kept on a team google drive. The School Based Decision Making (SBDM) Council, the Curriculum, Instruction, and Assessment (CIA) and the Positive Behavior Instructional Support (PBIS) committees reviews data monthly. This data can be located in the committee minutes on the school website.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 50% of free and reduced gap students scored proficient and/or distinguished on KPREP Reading.
- We saw a 3.2% increase among free and reduced gap students in reading from 2017 to 2018.
- 46.9% of free and reduced gap students scored proficient and/or distinguished on KPREP Math. -
- We saw a 6.4% increase among gap students in math from 2017 to 2018. -We scored in the top 14% in the state on KPREP Separate Academic Indicator (Social Studies, On-Demand Writing, Science). -We scored in the top 12% in the state on KPREP Science Index. -Chronic absenteeism decreased to 5.87% in 2018 from 6.25% in 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

-38% of students with disabilities scored novice on KPREP Reading. -30.7% of students with disabilities scored novice on KPREP Math. -We saw a 4.5% decrease among gap students scoring proficient and/ or distinguished on KPREP Reading. -We saw a 6.4% decrease among students with disability scoring proficient and/or distinguished on KPREP Math from 2017 to 2018. -We scored 59% in the state on all students growth on KPREP Reading and Math. Too many students did not make growth in reading and/or math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

Students in the gap group (free and reduced lunch status & students with disabilities) need improvement in reading and math. We need to decrease the number of novice students with disabilities in the areas of reading and math. Gap group students need to be identified and progress monitored throughout the school year by the general education teachers, special educators, and administrators. Professional Learning Communities (PLCs) need to focus on weekly data progress of all students to ensure all students make academic achievements and growth. Administrators need to focus on more intentional classroom walks in special education and general education classrooms. Administrators will focus on job embedded professional learning throughout the school year to deepen teacher knowledge.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Fort Wright will be utilizing Design, Align and Deliver Support Processes. This process will be utilized by tracking ALL students in both literacy and numeracy. Teachers will track weekly assessments and discuss each student during every Professional Learning Community (PLC). These assessments and practices will include many other processes listed above.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

-71.66% of fourth grade students scored proficient and/or distinguished on KPREP Reading.

-69.02% of fifth grade students scored proficient and/or distinguished on KPREP Reading. -65% of

fourth grade students scored proficient and/or distinguished on KPREP Math. -71.83% of fifth grade students scored proficient and/or distinguished on KPREP Social Studies. -46% of fourth grade students scored proficient and/or distinguished on KPREP Science.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**11-1-18 Phase Three: Comprehensive Improvement Plan for
Schools_11202018_10:58**

Phase Three: Comprehensive Improvement Plan for Schools

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 12/13/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 FW-Goal Builder	Goal builder, activities, and strategies	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

- **Goal 1 (State your proficiency goal):** *By 2022, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 63.9% in 2018 to 67% in 2019 as measured by the school report card proficiency data.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person(s) responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> • Objective 1: <i>By 2019, Fort Wright Elementary School will increase reading proficiency for all students from 63.9% in 2018 to 67% in 2019 as measured by the school report card proficiency data.</i> 	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	0
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> 	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	0
		Use classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized	CSIP Strategy Meetings	Administrator Walks and Observation	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	student needs to procure a unique match that will propel student achievement.			
		Assure consideration and addressment of non-academic barriers to learning-reduction of physical and mental health barriers to learning.	Weekly MTSS Meetings	Weekly MTSS Agenda and Minutes	0
<ul style="list-style-type: none"> Objective 2: <i>By 2019, Fort Wright Elementary School will increase math proficiency from 59% in 2018 to 63% in 2019 as measured by the school report card proficiency data.</i> 	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	0
		Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	0
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Thursday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	0
		Use classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings	Administrator Walks and Observation	0
		Assure consideration and addressment of non-academic barriers to learning.	Weekly MTSS Meetings	Weekly MTSS Agenda and Minutes	0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By 2022, Fort Wright Elementary School will increase the Separate Academic Indicator from 79.3 in 2018 to 85 in 2022 as measured by the separate academic indicator data.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following categories, the person completing this activity or activities</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> Objective 1: By 2019, Fort Wright Elementary School will increase the on-demand proficiency for all students from 54.9% in 2018 to 58% in 2019 as measured by the School Report Card proficiency data. 	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data 	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	On-going PPR	Administrator Walks and Observation	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> Objective 2: By 2019, Fort Wright Elementary School will increase the science proficiency for all students from 48.4% in 2018 to 52% in 2019 as measured by the School Report Card proficiency data. 	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	On-going PPR	Administrator Walks and Observation	0

3: Gap

- Goal 3 (*State your Gap goal*): By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 30% in 2022 as measured by the school report card gap data.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, list the activities, the person responsible for the activity or activities, or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> Objective 1: By 2019, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 22% in 2019 as measured by the school report card gap data. 	<ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> 	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Monthly classroom walks and teacher observation	Color spreadsheet of teacher walks with comments	0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Weekly PLCs	PLC Agenda and Minutes	0
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly MTSS Meetings	MTSS Agendas and Minutes	0
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly PLCs	PLC Agenda and Minutes	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> Objective 2: By 2019, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 38% in 2018 to 30% in 2019 as measured by the school report card gap data. 	<ul style="list-style-type: none"> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Daily through Weekly Lesson Plans	Lesson Plans are submitted to administrators	0
		Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Weekly MTSS Meeting	Agenda and Minutes from weekly MTSS Meetings	0
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity- student equity.	Daily color for each student Student Safety	Monthly review of PBIS data/ Administrator Walks and Observations/ Monthly review of Student Discipline Referrals	0
	<ul style="list-style-type: none"> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> 	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Weekly PLCs	PLC Agenda and Minutes	0
		Use summative evidence to inform what comes next for individual students and groups of students.	Weekly PLCs	PLC Agenda and Minutes	0

5: Growth

- *Goal 5 (State your Growth goal): By 2022, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 63.70% i data.*

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following c activities, the persor activity or activities,</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> • Objective 1: By 2019, Fort Wright Elementary School 		Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Weekly MTSS Meeting	Weekly MTSS Agenda and Minutes	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
will increase the percentage of students meeting typical growth percentage in math from 63.70% in 2018 to 67% in 2019 measured by MAP data.	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Use classroom assessment data to inform teacher's instructional decisions.	Weekly Professional Learning Communities	Weekly PLC Agenda and Minutes	0
	<ul style="list-style-type: none"> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Weekly MTSS Meeting	Weekly MTSS Agenda and Minutes	0
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Weekly Assessments/ Goal-setting	PLC Agenda and Minutes	0

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2022, Fort Wright Elementary School will increase the percentage of students transition ready from 38.03% in 2018 to 69.67% in 2022 as measured by:

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following activities, the person activity or activities</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> • Objective 1: By 2019, Fort Wright Elementary School will increase the percentage of students transition ready from 38.03% in 2018 to 51.472% in 2019 as measured by the school report card proficiency data. 	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	CSIP Strategy Meetings and Individual Professional Learning Plans	Monthly Classroom Walks and Observations	0
		Plan for and implement active student engagement strategies.	Teachers Weekly Lesson Plans	Lesson Plans are submitted to administrators weekly	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Teachers Weekly Lesson Plans and Weekly PLC Meetings	Lesson Plans are submitted to administrators weekly and PLC Minutes with Action Plans	0
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align and Deliver Support</u> 	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.	Weekly Assessments/ Classroom Walks	PLC Agenda and Minutes/ Monthly Walk Feedback	0
		Incorporate professional knowledge of best practice and high yield strategies	CSIP Strategy Meetings/ Individual Professional	Monthly CSIP Strategy Meetings/ On-Going Job-embedded Professional	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Learning Plans/Weekly Assessment Data	Learning/ On-Going Review of Professional Practices Growth Plans	

11-1-18 Phase Three: Closing the Achievement Gap Diagnostic_11202018_10:59

Phase Three: Closing the Achievement Gap Diagnostic

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 12/10/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap group Spreadsheet is completed and attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Fort Wright Elementary's (FWE) school climate is first class. FWE's culture thrives on the opportunity to communicate, collaborate, and educate a diverse population using best practices at all times. Teachers and staff members advocate and build relationships with all students. This team of staff identify how each student learns best and personalize instruction to ensure students gain access to mastery of every content standard.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

In 2018, Fort Wright Elementary did not have enough special education students to be identified as a gap group. Novice reduction of special education students continues to be a need. The only identified gap group in 2018 is students that are Free and Reduced Lunch Status. Students that are identified as Free and Reduced Lunch Status are making progress toward proficiency.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Free and Reduced Lunch Status- In reading, 50% of students scored proficient and distinguished. This is a 3.2% gain from the 2017 school year. In math, 46.9% of identified students scored proficient and distinguished as compared to 40.5 in 2017.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

As far as the identified GAP groups in 2017, students with free and reduced lunch status are making progress. That said, even though Fort Wright Elementary did not have enough students with disabilities to be identified as a gap group this group regressed in both literacy and numeracy.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Each teacher participates in a minimum of 24 hours pr professional learning that is differentiated for teacher needs. Professional learning is determined by teacher survey input, classroom observations and walks, and on-going data analysis. Teachers get the opportunity to plan their learning with an administrator to determine best professional development needed to improve student achievement. PD Plan and ESS plan was reviewed and approved in May 2018. Teachers participate in monthly CSIP Strategy meetings to improve on strategies to implement in all content areas. During this time, teachers are empowered to lead sessions based on content expertise and classroom success. Students are encouraged to participate in ESS services with bus transportation throughout the school year. FWE's ESS Plan was developed and approved in November 2018. During this time, teachers focus on reading and math strategies. Over the summer, students participated in a summer program for four weeks in which students focused on literacy and numeracy and received bus transportation. All incoming kindergarten students participate in two days of JUMPSTART to begin learning school routines and assist teachers with building an instructional plan for each student.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Intentional focus and weekly data discussions during PLCs helped improve the reading and math proficiency of free and reduced lunch status students. This year, Fort Wright Elementary is ensuring all special education teachers get the specialized training needed to deliver specially designed instruction to allow each student with a disability to meet individualized goals.

G. 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.

Fort Wright Elementary is determined to improve the achievement of all GAP students. Teachers give weekly assessments that cover the standards taught throughout the week. Once a week, teachers and administrators participate in a Professional Learning Community in which each GAP student is discussed. Teachers discuss the students that mastered the standard, nearly mastered, and need remediation. Teachers make a weekly plan of action to reteach or accelerate content standards to personalize instruction for all students. This process for continuous improvement involves all teachers, school counselor, school psychologist, school based therapists, Family Resource Coordinator, administrators, district consultants, district consultants (RBTL), SBDM Council, and other community members. Each month, the SBDM Council reviews different sets of data to review student achievement growth.

III. Planning the Work

Gap Goals

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).

By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 30% in 2022 as measured by the school report card gap data. • Objective 1: By 2019, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 22% in 2019 as measured by the school report card gap data. • Objective 2: By 2019, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 38% in 2018 to 30% in 2019 as measured by the school report card gap data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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.

The Closing the Achievement Gap Summary spreadsheet is attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 FW- GAP Group Identification	Attached is the gap group identification for Fort Wright Elementary.	I
 FW- Measurable Gap Goal 2019	Attached is the Measurable Gap Goal, objectives, strategies, and activities that will be used to hit the goal.	II.E, III, IIII

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced/106	24%
Special Education/95	21%
Black/27	5%
Hispanic/42	9%
Asian/6	1%
Hawaiian/ Pacific Islander/1	0.20%
EL/23	8.00%
2 or More Races/41	9%

Measurable Gap Goal	Strategy Chosen to	Activities chosen to	Person Accountable	Method of Progress
By 2022, Fort Wright	<u>KCWP 1: Design and Deploy Standards</u>	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administration	Monthly Walk Forms/ Spreadsheet
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Lead Teachers and Administration	Weekly PLC Agenda and Minutes
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	MTSS Team	MTSS Tracking Spreadsheet/ MTSS Weekly Minutes

Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 30% in 2022 as measured by the school report card gap data.
 (• Objective 1: By 2019, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 22% in 2019 as measured by the school report card gap data. • Objective 2: By 2019, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 38% in 2018 to 30% in 2019 as measured by the school report card gap data.)

KCWP 4: Review, Analyze and Apply Data

Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.

Teachers and Administration

Weekly PLC Agenda and Minutes

KCWP 6: Establishing Learning Culture and Environment

Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.

Teachers and Administration

Lesson Plans in Google Drive every week

Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.

Family Youth Resource Coordinator, Teachers, and Administration

Weekly MTSS Minutes

9/2018-19 Phase One: Continuous Improvement Diagnostic_09122018_12:46

Phase One: Continuous Improvement Diagnostic

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 09/27/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

After analyzing the school's TELL Kentucky Survey, Fort Wright Elementary will work diligently to improve in the area of Professional Learning: Professional learning deepens teachers' content knowledge. Each teacher gave input on the school Professional Learning Plan for the school through a survey. Administrators and the Curriculum, Instruction, and Assessment (CIA) committee analyze the survey and determine the best Professional Learning Plan for the school. All teachers complete an individual learning plan to differentiate learning to meet the needs of different grade levels, specific content areas, strategies, and individual needs to improve achievement. In addition, teachers get the opportunity to participate in monthly Comprehensive School Improvement Plan (CSIP) Strategy Meetings that provide multiple sessions to allow teachers to participate in sessions that will deepen teachers content knowledge. Teachers give input on needed professional learning after each CSIP Meeting through a google form. Furthermore, teachers meet with administrators during weekly Professional Learning Communities to review student data and make action plans for students to ensure student growth and mastery of content. During this time, teachers and administrators actively discuss personalized professional learning that is needed to improve student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school will engage a variety of shareholders in the development of a process that is truly ongoing and continuous by ensuring parents participate in all three school committees (Curriculum, Instruction, and Assessment (CIA), Positive Behavior Instructional Support (PBIS), and the School Based Decision Making Council (SBDM). All committees elicit parent support through the school newsletter, Remind, Twitter, PTA meetings, and other Social Medias. Meeting dates are determined at the first meeting and publicized. Meeting agendas and minutes will be posted on the school website to allow all stakeholders to view. Furthermore, stakeholders will be involved in school events (iMOM breakfasts, ALL Pro Dad breakfasts), extended school services, Parent

Teacher Association Meetings, Literacy Nights, Math Nights, Wellness Nights, community outreach events, and Family Resource Youth Service Center Advisory Council Meetings. Administration attends all committee meetings to ensure processes are followed. Data analysis is always used to monitor for effectiveness and student growth.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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11-1-18 Phase Two: School Safety Report_10222018_12:12

Phase Two: School Safety Report

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 10/22/2018

Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, the school council adopted an emergency plan in accordance with local board policy and in compliance with the specification in KRS 158.162(3).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

yes, the school provided local first responders with a copy of the schools emergency plan along with a diagram of the school as required by KRS 158.162(2)(b).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes, the school's emergency plan was reviewed at the end of the 2017-18 school year by the school council, principal, and first reponsders and revised as needed as required by KRS 158.162(2)(c).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, the emergency plan was discussed with all school staff prior to the first instructional day of the 2018-19 school year and noted in the Opening Day for Staff Agenda as required by KRS 158.162(2)(d).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, the principal conducted at least one severe weather drill, one earthquake drill, and one lockdown drill during the first 30 instructional days of the 2018-19 school year as required by KRS 158.162(4).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, at least one severe weather drill, one earthquake drill, and one lockdown drill was completed in the month of January in the 2017-18 school year as required by KRS 158.162 (4).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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11-1-18 Phase Two: School Assurances_10222018_12:08

Phase Two: School Assurances

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 10/22/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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11-1-18 Phase Three: Title I Annual Review_11202018_11:31

Phase Three: Title I Annual Review

Ft Wright Elementary School

Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 12/04/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Fort Wright Elementary analyzes and triangulates student data. The data reviewed is K-PREP data, MAP data, Brigance data, district Common Assessment data, Writing scrimmages, and formative and summative classroom data. The following describes who reviews data, the frequency, and documentation: SBDM Council (monthly- minutes); Professional Learning Communities (PLCs- weekly- data charts); CSIP Strategy Meetings (monthly-minutes); Committee meetings (PBIS & Curriculum, Instruction, and Assessment- monthly or more frequently as needed- minutes); Administrative Meetings (weekly- minutes); Leadership Meetings (monthly).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

FW K-PREP data identifies all students score higher than students receiving free and reduced lunch and students with disabilities. Title I funds were used to purchase additional staff to create smaller classrooms along with additional help to instruct novice students in literacy and numeracy. Title I funding was effective in decreasing the percentage of novice students in the free and reduced lunch status in both reading and math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

FWE's parent and family engagement program is based off triangulated data. Last school year, teachers and parents partnered to provide literacy and math nights. During this time, parents learned strategies to use at home to improve student achievement in both reading and math with volunteers for childcare so. Also, during these evening events stations were available to assist parents with volunteering in the school, reducing barriers, and interpreters. Also, parents and teachers partnered to purchase chromebooks for all students to allow students to participate in blended and personalized learning opportunities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

This year, a change that will be made is to include a writing opportunity for parents. With the addition of full day kindergarten, another change is to provide more chromebooks to remain the one to one technology status.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

After reviewing multiple sets of data, Fort Wright Elementary will continue targeting gap students, free and reduced and special education. Also, FW will monitor weekly assessments to check for growth of ALL students. K-PREP data shows that the majority of fourth and fifth graders did not make significant growth in reading or math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

This year, SBDM Council spent a lot of time revising the Parent Teacher Compact. This agreement went home with each student. Parents are given the opportunity to read and sign during parent teacher conferences. Furthermore, the SBDM Council took a lot of time last school year revising multiple policies to ensure students get the most rigorous opportunities for learning when at Fort Wright Elementary. Also, most effective was discussing gap students each week during professional learning communities. Least effective, administration spent more time focused on gap students and didn't ensure all students were making adequate growth.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

This year, FWE added a Falcon Mentor Reading Program. This mentor program consists of community members and parents that volunteered to attend a specific reading training. After getting trained, mentors and students were paired based on reading data. Mentors and students read together weekly.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Nov. 2018 Phase Three: Executive Summary for Schools_11/21/2018_14:10

Phase Three: Executive Summary for Schools

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 11/21/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Kenton Elementary School is one of 10 elementary schools in the Kenton County School District, located in Northern Kentucky. The school is situated in the county seat of Independence. Over the past several years, Independence has become a growing community with the addition of many retail and food services. Kenton Elementary currently has an enrollment of 608 students, Pre-school through 5th grade. We have approximately 42 certified staff members, with an additional 20 classified support staff. Our student population encompasses approximately 41.2 percent free and reduced lunch students and 13.5 percent students with disabilities. We have a very dedicated and committed group of staff members and active parent involvement. Our positive behavior support program is based upon the "Wildcat" expectations, which children are taught at the very beginning of the school year. We have behavior blitz weeks to remind children of our procedures and reward those demonstrating school-wide expectations. Challenges with the community the school services would be the changing and growing population of free and reduced lunch students. This population has significant increased over the past ten years.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success. The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential, and grow to become responsible productive members of society. It is our belief that children should be challenged to their highest potential. We have high expectations for all students both academically and behaviorally. Through our Positive Behavioral Intervention and Support program students are taught expected behaviors and held accountable through school-wide incentives and reward systems. We challenge our students academically through such programs as PREP and PREP +, Response to Instruction (RTI), Research Based Programs, and differentiated instruction in reading and math. Our Family Resource Center Coordinator offers activities for both families and students throughout the school year. Families are able to attend together our Fall Family Literacy Night, Readifest, Dove Beauty Workshop, All Pro Dads, Thanksgiving Luncheon, Family Math Night, and a Veteran's Day Celebration, to name a few family events offered. Our students are given the opportunity to be involved in many extra-curricular activities, such as archery, basketball, academic team, STLP, cardio-club, Energy Wise Team, Gardening Club, Volleyball, Bowling, Girls on the Run, Honor Choir, and art club, to name a few.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

Overall school data points of strength are displayed through our K-PREP data. For the area defined as proficiency (reading and math) by K-PREP Kenton Elementary ranked within the top 22% of elementary schools within the state. Math scores were within the top 20% and the reading novice was at an all time low. Reading growth scores for all students were at 20.7, above the state average. Reading growth for students with disabilities was also above the state average. Our Free/Reduced lunch students outscored the state in the area of math and reading for proficient and distinguished students. Our combined separate academic indicator scores were within the top 17% of the state elementary schools. We continue to strive to make improvements with closing the Gap, specifically for free and reduced lunch students and students with disabilities. We recognize our students in the students with disabilities category did not meet the state cut scores, which caused Kenton Elementary to be labeled by the state a TSI (Targeted Support and Improvement). We are currently recognized as a full school-wide Title I School. Funding is utilized from Title I to help support those that are failing or at risk of failing.

ATTACHMENTS

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Additional Information

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

Kenton Elementary School is located in a community that is quickly changing from rural to suburban. We facilitate a positive and proactive learning environment through PBIS. Our PBIS committee has three goals: 1. Implementing an individual student behavior program focusing on multiple opportunities for students to be recognized for outstanding behavior; 2. Provide support and additional interventions for our most at risk students; and 3. Communication between school and home regarding our positive behavior program. We post important school information on our school website, and utilized Remind 101 text messaging device with families, as well as archiving copies of our school's newsletter. In addition, Kenton Elementary offers FRC Advisory Council, PTA, and SBDM committees.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Kenton Elementary School

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Oct. 2018 The Needs Assessment for Schools_10122018_08:09

Phase Two: The Needs Assessment for Schools

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/30/2018
Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Reviewing, analyzing and applying data results takes place at the school level. This process begins with the teaching staff. Many PLC meetings are spent reviewing data, as well as an involved data analysis three hour Professional Development session held after school. Results are provided to the SBDM Council members and made public to the community through individual student reports and school newsletter. SBDM Council meets once per month, or more on an as needed basis. SBDM Council were able to review the data on October 25, 2018. Meetings are documented with minutes. An RTI administration team meets weekly to review individual student data, which includes KPREP data.

ATTACHMENTS

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Data source presented is KPREP. Overall proficiency score is at 81.5, overall separate academic indicator score is a 78.1, and overall growth score is at 18.2 for the 2017-18 school year. Overall reading novice scores are at an all time low of 12.2%. Our fifth graders scored above the district average by .97%. Fourth and fifth graders scored above the district average in math. Fourth graders scored 4.58% higher than the overall district fourth graders and fifth graders scored 6.48% higher than the overall district fifth graders. Likewise, GAP students scored higher than the district average in math grades 4 and 5, respectively. Students scored 5.32% higher than the district average in social studies. Social Studies distinguished scores are the highest in over four years with 25.66% scoring distinguished. We also had the highest number of GAP students score distinguished in social studies, compared to the last four years. On-demand writing continues to be a strength with students scoring 9.00% better than the district average for all students and 3.40% above the district average for GAP students. Our Brigance data does show our kindergarten students did enter with the lowest percentage of students not- ready in past three years, at only 38% not ready. However, discipline referrals did increase from 232 to 288 over the past year. Our attendance percentages remained stable being at 96.9% the past two years.

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Priorities/Concerns

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

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

Using KPREP data, the results from 2017-18 indicate that third and fourth grade reading for all students was below the district average. Third grade was below by 7.24% and fourth grade by .68%. Reading GAP students were below the district average in all three grade levels, being our biggest area of need for improvement. We had the highest number of reading apprentice students from the past four years for all students and for GAP students. Third grade math scored below the district average by 6.15% and with third grade math GAP students below by 9.24%. Fifth graders scored below the district average for GAP students in social studies by 3.45%. We had the highest amount of students score novice in social studies from the past four years for all students and for GAP students. Fourth graders scored below the district average by 3.60% in science. We also had the highest number of fifth grade students scored novice in writing, from within the past four years. This is for all students and GAP students. Students with disabilities did not reach or exceed the state cut scores for proficiency, separate academic indicator, or in growth, hence causing the school to be in the category of TSI. Again, another major area of concern is students with disabilities. Weakness with non-academic data would be the increase of discipline referrals from 232 to 288 over the past year.

ATTACHMENTS

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Trends

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

The GAP population continues to be an area for significant improvement, especially the students with disabilities. The number of apprentice GAP students for reading are the highest they have been in the past four years, with a 1.24% increase over the previous school year. The number of GAP students scoring novice in social studies is the highest it has been in the past four years with a 4.27% increase over the previous school year. The number of GAP students scoring novice in writing, is also the highest it has been in the past four years, with a 10.06% increase over the previous school year. Students with disabilities scored below the cut scores established by the state in all three areas of proficiency, growth, and separate academic indicators. Students with disabilities were 14.7 points below the proficiency cut score. With growth, students with disabilities were .3 points below the cut score. For the separate academic indicator students with disabilities were 2.8 points below the state cut score provided. Students that are F/R lunch were also .2 points below the established cut score in growth.

ATTACHMENTS

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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

Processes, practices and conditions the school will focus its resources and efforts upon in order to produce the desired change will be KCWP 2: Design and Deliver Instruction. Staff will focus on the cycle of instruction with an emphasis on meaningful engagement (Accountable Talk, Whole Brain Learning, Kagan Strategies), Collaborative Learning, and implementation and use of Formative Assessment measures. Pacing of the lesson so that students have multiple practice opportunities aligned to rigorous and on-grade level task is key. For students with disabilities, staff will work as grade level teams with consultants to design documents outlining per child the deficits per standard in reading and math. Instruction pertaining to flashbacks, core, and remediation will be determined in advance, as well as tracking when the child demonstrated mastery of standards.

ATTACHMENTS

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Strengths/Leverages

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

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

Reading novice for all students is at an all time low of 12.2%. Fifth grade reading is above the district average by .97%. Fourth and fifth grade math is above the district average for all students and GAP students. Math apprentice scores for GAP students are the lowest within the past five years of 37.23%. Social Studies distinguished scores are at all time high of 25.66%. Social Studies GAP scores are also the highest they have been within the past five years at 12.50%. Social studies scores are above the district average for all students. Writing scores are above the district average for all students and for GAP students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**Nov. 2018 Phase Three: Comprehensive Improvement Plan for
Schools_11212018_08:59**

Phase Three: Comprehensive Improvement Plan for Schools

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/03/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Kenton CSIP Goals 2018	Goals to improve Kenton Elementary's student achievement.	
 Read 180 Evidence Based from WWC	Read 180 Evidence Based from What Works Clearinghouse	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase combined reading and math proficiency from 62.5% P/D students in 2018 to 81.25% of students P/D rate in 2023.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase reading proficiency from 62.3 % P/D to 66% P/D in October 2019.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures and MAP data	Weekly reading data to determine P/D percentages of students.	0
Objective 2: Collaborate to increase math proficiency from	KCWP 2: Design and Deliver	Utilize knowledge of best practice/high yield instructional strategies to	Weekly assessment	Use of best practices in weekly lesson plans and in grouping of students for	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
62.7% P/D to 66.4% P/D in October 2019.	Instruction Classroom Activities	aid in curricular adjustments when students fail to meet mastery.	measures, MAP and K-PREP	small group instruction and RTI.	
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students.	0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase combined separate academic indicator score from 54.8% students at P/D in 2018 to 77.4% students at P/D in 2023.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase science P/D from 37.5% to 42% P/D in October 2019.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks and Lesson Plans	Weekly PLC Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings	0
Objective 2: Collaborate to increase social studies P/D from 64.1% to 68.6% P/D in October 2019.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies and checking of weekly lesson plans.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common Assessment data, Weekly Assessment data	Weekly PLC Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings	0
Objective 3: Collaborate to increase writing P/D from 62.9% to 67.4% P/D in October 2019.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies and checking of weekly lesson plans.	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks and Lesson Plans	Weekly PLC Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Planning of monthly scrimmages	0

3: Gap

Goal 3 (State your Gap goal): Increase combined reading and math for students with disabilities from 24.5% P/D students in 2018 to 62.2% P/D students in 2023.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase reading from 26.4% P/D to 33.9% P/D by October 2019.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	TSI Evidence Based Practice – What Works Clearing House – Read 180	Data from Read 180 by-monthly.	\$500
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use	Weekly Friday Assessment data	Special education PLC meetings to determine	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		information to benefit student learning.	results for students with disabilities. MAP data for students with disabilities.	best practices for special education students in reading. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC to support reading.	\$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referrals to mental health agencies.	\$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals	0
Objective 2 Collaborate to increase math from 22.7% P/D to 30.2% P/D by October 2019.	KCWP2: Design and Deliver Instruction Classroom Activities and	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with	Data collected monthly for math.	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP6: Establishing Learning Culture and Environment Classroom Activities		disabilities in math.		
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in math. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC to support math.	\$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referral data to mental health agencies.	\$500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals	0

4: Growth

Goal 4 (State your Growth goal): By 2022, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 56.4% in Spring 2018 to 74.6%, and for math from 56.9% in Spring of 2018 to 74.8%.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 56.4% in Spring of 2018 to 61.4% by Spring of 2019.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from DIBELS	\$500
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from DIBELS	\$500
		Develop a protocol and monitoring/documentation	Multi-tiered System of	Based upon weekly DIBELS	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		tool for tiered intervention movement considerations.	Support weekly meeting to determine tiered placement of instruction for students.		
Objective 2 Collaborate to increase math percentages of students achieving growth in MAP percentiles from 56.9% in Spring of 2018 to 61.9% by Spring of 2019.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from AIMSWEB	\$100
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from AIMSWEB	\$100
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly AIMSWEB	\$100

5: Transition Readiness

Goal 5 (State your Transition Readiness goal): By 2022, Kenton Elementary will increase the percentage of students transition ready in grade 5 from 69.0% in 2018 to 74.1% as measured by P/D in all areas of reading, math, social studies and writing.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase reading percentages of P/D students from 68.1% in Spring 2018 to 72.7% in Spring 2019.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Tracking of tiered interventions and progress weekly.	Tracking of DIBELS progress monitoring data monthly for reading.	\$500
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Weekly assessments, common assessments, and MAP data	Collection of assessment data at PLC meetings.	0
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Student work samples	Analysis of student work samples at PLC meetings	0
Objective 2: Collaborate to increase math percentages of P/D students from 69.9% in Spring 2018 to 74.9% in Spring 2019,	KCWP4: Review, Analyze and Apply Data Classroom Activities	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered interventions.	Tracking of tiered interventions and progress weekly.	Tracking of AIMSWEB progress monitoring data monthly for math.	\$500
		Develop and deploy a PLC protocol with an effective cyclical process for standards	Weekly assessments, common	Collection of assessment data at PLC meetings.	

		deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	assessments, and MAP data		
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Student work samples	Analysis of student work samples at PLC meetings	0
Objective 3: Collaborate to increase social studies percentages of P/D students from 69.0% in Spring 2018 to 74.1% in Spring 2019.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs	Tracking of NAPD percentages per week.	Tracking of weekly progress of assessment data.	\$500
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Weekly assessments, and common assessments	Collection of assessment data at PLC meetings.	0
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Student work samples	Analysis of student work samples at PLC meetings	0

**Nov. 2018 Phase Three: Closing the Achievement Gap
Diagnostic_11212018_14:29**

Phase Three: Closing the Achievement Gap Diagnostic

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/17/2018
Status: Open

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II. Achievement Gap Analysis 4

III. Planning the Work 6

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Staff members at Kenton Elementary are aware of the two GAP populations that are a part of our accountability model, Free and Reduced lunch students and students with disabilities. Data does suggest our students with disabilities do not meet the cut scores set by the state and therefore, have caused Kenton Elementary to be a TSI school. Embedded PD, PLC meetings, staff meetings and PD center on helping to meet the needs of our GAP population, specifically the students with disabilities. Teachers analyze data weekly to make determinations about remediation, small group instruction that is differentiated, and placing GAP students in research based interventions, if needed. High expectations are set for all students. This is a very inclusive culture where all staff embrace all students from any background and/or presenting any diverse need.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Within the area of reading growth, we are moving to close the GAP. Students with disabilities were above the state average and only .3 of a point away from the total school population's score for reading growth. Our Free and Reduced lunch population outscored the state P/D percentages in reading, math, social studies, and writing. Students with disabilities were above the state P/D percentages in the areas of social studies, writing, and science. Scores did go down over the past two years in reading for both F/R lunch populations and students with disabilities. F/R lunch students went from P/D rate of 54.0% to 46.6% and students with disabilities went from a 33.3% P/D rate to 26.4% in reading. In math, we did go down with our scores over the past two years, but only for our students with disabilities by .2 of a point, from 22.9% to 22.7% P/D. Our F/R lunch students went up in the area of math from 47.5% P/D to 48.9% P/D. F/R lunch students and students with disabilities scores did decrease from year to year in social studies. F/R lunch students went from 59.1% at P/D to 52.2% P/D. Students with disabilities in social studies dropped from 38.5% P/D to 28.6% P/D. Drops were also present for both groupings in writing. Students with disabilities went from 38.5% P/D to 19.0 P/D rate. F/R lunch students dropped from 72.7% P/D to 45.5% P/D.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Students with disabilities did make significant improvements in the area of reading growth, scoring close the the whole school population. The whole school scored 20.7 and and students with disabilities scored a 20.4 with reading growth. Free and Reduced lunch rate students improve this year by +1.4%. F/R lunch students did score about the state P/D percentages in reading, math, social studies, and writing. Students with disabilities did score above the state P/D percentages in social studies, writing, and science.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The state did label Kenton Elementary a TSI school for not making the state set cut scores with our students with disabilities population. Growth for F/R lunch population students was below the state cut score in math with a 13.3. Growth for students with disabilities in math was also below the state cut score at 10.5. Each identified GAP grouping of students was below the district average for reading scores. Reading scores for F/R lunch students and students with disabilities did decline. Math scores for students with disabilities, only declined. Social studies and writing scores for both populations of F/R lunch and students with disabilities did decline.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Board of Education meeting minutes from May of 2018 provided approval for the school PD plan. PD focused on Quality Cycle of Instruction and overall instructional practices, specifically meaningful engagement. PD also focused on mental health and PBIS supports. Data analysis is also a large portion of the PD plan. Teachers also have the opportunity to participate in technology based PD. Title I funds do support gap students in the area of math. A math primary interventionist works with small groups for math RTI daily. They are also used to purchase resources for Title I students. ESS funds are utilized to support incoming kindergarten students. Kindergarten students have the opportunity to participate in a six week summer program as a support for school readiness. ESS plan was approved by the Board of Education and Superintendent in November 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Significant growth over the last seven years within the gap population is a condition that has prevented the school from closing the existing and persistent achievement gaps. The gap population has grown almost by 10 percent over the last seven years. There are more students living in poverty at Kenton Elementary than in the past. With almost 1/2 the population being considered gap, we also do not have the staffing to meet the needs to provide for the level of remediation that needs to take place. Families supporting education is a large barrier. Many families do not take advantage of the services and opportunities offered from the school setting.

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

All staff members are involved in continuous improvement and the planning process weekly to close the gap with planning completed through the instructional component of PLC meetings. Staff members are involved in committee work that focuses on closing the achievement gap. Other groups with parent representation that help with closing the achievement gap are: FRC Advisory Council, PTA, and various committees governed by the SBDM Council. SBDM Council has played a role in working closing with the CSIP development and approval. Several meetings this school year have been devoted towards key work in developing the school CSIP. Members of the SBDM Council are: Kim Spille, Alyson Dainczyk, Lisa Reynolds, Chris Vogelpohl, and Shannon Boothe.

III. Planning the Work

Gap Goals

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).

Goal: Increase combined reading and math for students with disabilities from 24.5% P/D students in 2018 to 62.2% P/D students in 2023. Objective 1 - Collaborate to increase reading from 26.4% P/D to 33.9% P/D by October 2019. Objective 2 - Collaborate to increase math from 22.7% P/D to 30.2% P/D by October 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement GAP Group	School percentages for each demographic population.	
 Measurable Gap Goal	Goals for students with disabilities	

Gap Group/Total number of students	Percentage of Total School Population
White	98.50%
African American	1.80%
Hispanic	3.60%
Asian	0.49%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Two or More Races	14.50%
English Learners	1.15%
Free/Reduced	40.00%
Diability with IEP	13.50%

Measurable Gap Goal	Strategy Chosen to	Activities chosen to implement strategy	Person Accountable	Method of Progress	Funding
<p>Increase combined reading and math for students with disabilities from 24.5% P/D students in 2018 to 62.2% P/D students in 2023. (Objective 1 - Collaborate to increase reading from 26.4% P/D to 33.9% P/D by October 2019 and Objective 2 - Collaborate to increase math from 22.7% P/D to 30.2% P/D by October 2019.)</p>	<p>KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities</p>	<p>*Ensure that curriculuar delivery and assessment measures provide for all pertinent information needs for students. *Ensure item analysis methods are occurring within PLC meetings to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.</p> <p>*Ensure that all users of assessment data use information to benefit student learning.</p> <p>*Establish communication protocols for parents/guardians regarding placemetn and progress in intervention support systems.</p> <p>*Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p> <p>*Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p>	<p>Administration Team, Certified Staff, FRC Coordinator</p>	<p>Data from Read 180, Data from watch list students through MAP and progress monitoring, Data from referrals to mental health agencies, Data from school office discipline referrals</p>	<p>SBDM Instructional Funds -\$1,000 Title I Fund - \$1,400</p>

Oct. 2018 Phase One: Continuous Improvement Diagnostic_09262018_07:01

Phase One: Continuous Improvement Diagnostic

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 09/26/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Process of gathering information is use of the TELL survey and The Missing Piece of the Proficiency Puzzle Appendices rubric with SBDM Council members. This data tells us that valid Professional Development follow up is needed, opportunities to work with colleagues to refine practices are needed, and professional learning results are communicated. To address the conditions, SBDM Council members were advised before the meeting to determine PD to solicit feedback on what types of PD staff would like to participate in for the 24 hours of PD. Classroom management and mental health issues was the response provided by the majority. Therefore, we provided 9+ hours for classroom management and mental health issues in the PD plan, which was approved by the SBDM Council. The Missing Piece of the Proficiency Puzzle rubric identifies Learning Opportunities for families as an area of weakness. To address this issue, Kenton Elementary starting offering Parenting Classes this past summer. They have continued into the school year. The FRC Coordinator leads the classes. Teachers are able to suggest families that may benefit from attending. The FRC Coordinator does provide snacks. We are hoping to grow the program. We also offered a Parent University last school year, and this school year. PBIS records and data help us to monitor the progress of PD. Ongoing data collection of formative and summative assessment measures help us to monitor improvements to student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Stakeholders are engaged in a variety of ways. Through Title I programs, stakeholders complete the Title I Parent Compact at the beginning of the year, identifying the responsibilities of the school and family in educating the child. Parents are to sign and return the Compact. There is a good response rate on returning the Compact at the beginning of the year. Parents also complete at the beginning and end of the year feedback forms for Title I. Parents are involved through volunteering opportunities. The FRC Coordinator holds a volunteer training for parents that wish to participate in the school environment. Parents have the opportunity to join and participate in PTA. PTA provides

many family after school events throughout the school year (at least monthly or more). The FRC Coordinator involves business partners in school programs and holds an FRC Advisory Council that includes many business partners, parents, and school district representatives. Parents are invited to join the SBDM Council and three of its standing committees, being technology, wellness, and PBIS. Besides parent members, parents are invited to attend the open SBDM Council meetings, which are scheduled after school. Committee meetings are scheduled on as needed basis by the chairperson. The chairperson determined the date and time the majority of members can attend. Meeting minutes are provided to the principal to monitor for effectiveness.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Oct. 2018 School Safety Report_10122018_08:48

Phase Two: School Safety Report

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/30/2018
Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Emergency Management Policy reviewed yearly, initially adopted on 09/26/13 through SBDM Council. Emergency Plan reviewed by the SBDM Council in May of each year to determine and review the needs of the upcoming school year. Then again, in July or August to finalized for the new school year. Shared with staff before instructional days begin.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes, this information was provided to first responders in May of the previous year, with a tentative plan for the new school year. Then, again in August when approved by the SBDM Council for the upcoming school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes, evacuation routines are posted in each classroom by doorways. The procedures for evacuation are practiced monthly.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes, the locations for severe weather safe zones are posted in each classroom and practiced on a regular basis.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes, the emergency plan was reviewed by the school council at the end of the prior school year. This took place in May of 2018 at our May council meeting. The date of this meeting was May 10, 2018. The document was then provided to first responders for review and revision, as needed.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

The emergency plan was discussed with all school staff prior to the first instructional day. This took place on August 13, 2018. The first instructional day was August 15, 2018. The approximate time of discussion on August 13, 2018 was 11:00 a.m. Agenda from the meeting on August 13th, reflects the discussion of this topic.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

All drills take place during the first month of school. Drills held on the following dates for 2018:
August 16th and August 24th - Fire Drill August 21st - Tornado Drill August 22nd - Lockdown Drill
August 31st - Earthquake Drill

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

During the month of January 2018, the following drills were conducted: Fire - January 29th
Earthquake - January 22nd Lockdown - January 10th Severe Weather - January 5th

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Oct. 2018 School Assurances_10122018_08:32

Phase Two: School Assurances

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/12/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Title I Annual Review_12032018_09:54

Phase Three: Title I Annual Review

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/03/2018
Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Needs assessment process focused on data analysis. Data sources utilized to conduct the Needs Assessment were the following: K-PREP data, Brigance, progress monitoring data, MAP data, attendance data, PBIS data and office referral data. The data identified GAP students, specifically students with disabilities, are significantly under performing. Reading and math for students with disabilities have been identified as areas of priority.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Free and reduced lunch students did meet the state cut scores for proficiency and separate academic indicator. However, they did not meet the state cut scores for the area of growth. Students with disabilities did not meet the state cut scores in any of the three areas. Data utilized to make this determination was K-PREP. K-PREP indicates all of our students did not make gains or improvement with math growth. This impacted the students with disabilities and free and reduced lunch population. However, all populations made significant growth in reading. Which indicates the reading strategies implemented did meet the state cut score requirements. Students with disabilities were above the state P/D percentages in social studies, writing and science. Free and reduced lunch students scored P/D percentages above the state average in reading, math, social studies, and writing. Strategies in those areas are working. The strategies for math growth for all Gap students, was not effective, according to the data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Data sources utilized to determine the effectiveness of family engagement would be tracking attendance of parents at events hosted by the PTA, Title I program, FRC, and school committees. Tracking of this data indicates the school needs to reach out to more families to get them engaged and offer more initiatives and incentives to attend events. The problem is funding these incentives.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

ELA committee redesigned the Family Literacy Night to attract a larger attendance. Family math night will be held later in the year. The Title I funds held for parent engagement is allocated at \$1,400.00 this year. The majority of these funds will be to support the Family Math Night. FRC has started a parent education program that began this summer. It is held during the day and during evening hours to meet the needs and schedules of families. FRC also attends all pre-school home visits to begin the process of building relationships with families. Parent University was held in early September to help families learn ways to better support their child academically.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Parent survey information is gathered twice per school year, at the beginning and ending of the school year. Most data gathered suggest parents want tutoring programs and specific types of events held by the school outside the school day for families and for extra-curricular activities. Data is gathered for the amount of parents attending parent/teacher conferences, and collected through a sign-in sheet at other school sponsored events for families to attend.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Unfortunately, the Parent University has been the event that is the least attended, yet could have the most effectiveness impacting student achievement. This has been the least effective. The family Math Night and Literacy Night are well attended, which does impact the student achievement levels in both areas. The parent classes, also are building in attendance, which can impact the student achievement levels at our school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Lead teachers will focus on ways to improve the Parent University Night. The FRC Coordinator will work on ways to build up the parent training sessions. Food is now being offered at the parent training classes. ELA committee and math committee will continue to plan and incorporate ways to make the ELA and math family nights be promoted among the students and staff. Surveys will be continued to be distributed to families at the beginning and end of the school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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December 2018 Phase Three: Executive Summary for Schools__12032018__08:52

Phase Three: Executive Summary for Schools

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 12/03/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Piner Elementary School is a small, rural school with 340 students, covering the largest geographical area in the Kenton County School District. 49% of our students receive free or reduced lunch, and we are a school wide Title 1 school. We are beginning to see a higher number of transient students, and a higher number of relatives raising students. The Piner School has been in existence since 1849 and retains its strong community roots. Piner Elementary is truly the center of the community, with multi-generational family connections. In fact, several of our current teachers were Piner students themselves. Piner Elementary maintains a strong alumni group that meets annually. Our school motto is "Piner Elementary- Where Character Counts and Attitude Matters." We promote traditional values such as trustworthiness, responsibility, and good work habits through out Character Counts and Work Ethic programs. Piner Elementary offers many extracurricular activities, such as Archery, Basketball, Academic Team, STLP, the Energizers club, Student Ambassadors, and more. With the receipt of the 21st Century Learning Center grant, we have been able to collaborate to offer both after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

The Piner Elementary community shares a strong belief that our entire school and community of Piner will work together to ensure that all students obtain a strong academic foundation, success in life, and character based on the traits of respect, caring, citizenship, trustworthiness, responsibility and fairness. Piner Elementary staff believes in productive/positive attitudes, rigorous teaching and learning opportunities, independent, self-motivated students, development of life skills, instruction in the arts, and excellence in academics. Piner Elementary embraces its mission to be a community based school. Piner Elementary School offers multiple activities outside of school for parents and students. A few of the programs scheduled for the 2018-2019 school year are Family Resource Center programs such as Readifest, Kindergarten Round Up, Work Ethics Award, Student of the Month Lunches, College and Career Day, Family Math and Reading Night, Fun Arts Night, and many more. Along with our parent and student involvement, the staff of Piner Elementary School participates with the continuing progress of implementation of the Positive Behavior Intervention System (PBIS) behavior program which promotes explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Character Counts and Choose Love programs. Additional efforts include the individual student goal setting, continuous influential professional development of staff, and the development of life skills with each student participating in at least one service learning project during the school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

Piner Elementary was ranked as a Kentucky Distinguished Elementary School for three years in a row. Points of pride for Piner Elementary School include exceeding the state average in reading, math and social studies. Each year, 100% of our students participate in a Service Learning project, helping them to develop an awareness of needs in our community and how they can help meet them. Piner Elementary School is 1:1 with Chromebooks to students in grades 3-5, and at least 3:1 with technology in the classroom for grades K-2. Piner also has a Smartboard and document camera in every classroom as well. This has allowed greater use of instructional technology by our students, helping them to prepare them with 21st Century learning skills and they become college and career ready. Piner Elementary offers a multitude of extracurricular activities for students including such as Archery, Basketball, Academic Team, STLP, the Energizers club, Student Ambassadors, and more. With the receipt of the 21st Century Learning Center grant, we have been able to collaborate to offer both after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program. Bus transportation is provided two days a week to allow access to more of our students. We much continue to increase our number of students scoring proficient in writing. To address this we are working through committees and SBDM to review and refine our writing policy and grade level expectations. We have continued to work on improving growth scores on our students with disabilities through walks, data analysis of ongoing assessment and professional development. Piner also needs to continue work towards designing instruction for students in RTI through differentiated instruction, specially designed instruction, student engagement techniques, and use of KPREP-like assessments throughout the year. Teacher use of the Mastery Connect program in grades 2-5 allows teachers to personalize learning and monitor student mastery of academic standards, providing re-teaching or enriching as needed.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**November 1 2018- Phase Two: The Needs Assessment for
Schools_10122018_09:19**

Phase Two: The Needs Assessment for Schools

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 10/25/2018
Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

At Piner each year, our administrators host a school-wide KPREP Data Analysis PD. It includes all teachers and staff, and the FRC Coordinator,. Additionally, our Piner SBDM Council members are invited to attend. We use the KASC Score and Gap Analyzer Tool kit, and identify areas of strength and need. From this, we develop school wide goals for our CSIP. Additionally, data is reviewed throughout the year in a variety of settings. Teachers, both general and special education, meet weekly in PLCs with the school administrators, and review MAP data following each administration of the test. Additional data analysis is completed in PLCs throughout the year using weekly assessment and common assessment data. Our RTI team (including administrators, classroom teachers, interventionists, and special education teachers) meets in PLCs to review RTI data for academic areas and behavior. Recommendations are made during these meetings regarding the progress or lack of progress of the interventions implemented. Student Assistance Team meetings are held to provide support and make a plan for next steps when students are in intensive interventions and there are still concerns of lack of growth. Each student's data is reviewed at least every six weeks; at times, the SAT members may refer students for a special education referral.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- KPREP Reading, 12.6% of students scored novice and 67.7% scored P/D -Reading P/D increased 2% and novice decreased 2.1% from 2017 -KPREP Math, 8.7% of students scored novice and 65% of students scored P/D -Math P/D increased 2.2% but novice increased from 2017
- KPREP Science, 12.1% of students scored novice and 39.6% of students scored P/D -KPREP Social Studies, 7.04% of students scored novice and 76.06% of students scored P/D -KPREP Writing, 12.68% of students scored novice and 46.48% of students scored P/D -Writing Gap, 21.43% Novice and 30.95% P/D -GAP students had higher percentages of novice and lower percentages of P/D in all areas on KPREP -Above the state average in: proficiency 83.8% (state 70.5%), separate academic area 74.1% (state 64.8), and growth 17.6% (state 17.1%) -Females outperforming males in all areas with P/D on KPREP other than science -Special Education subgroup below the state TSI cut score of 60.5 on KPREP

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

-KPREP Writing, the number of students scoring P/D decreased from 61.9% in 2017 to 46.48% in 2018. This is a 15.4% decrease in P/D. -KPREP Writing, the number of students scoring novice doubled from 6.3% in 2017 to 12.7% in 2018 -Special Education subgroup below the state TSI cut score of 60.5 on KPREP -Science was the lowest separate academic indicator area with 36.3% of students scoring P/D

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

-Writing remains a significant area for improvement, as scores for all students have decreased over the last 4 years. -The number of special education students scoring novice in math has increased from 25% to 34.2% and the number of P/D has decreased. -In Reading, the number of males scoring P/D (60.7%) is significantly lower than females scoring P/D (79%) -Our free and reduced students are scoring consistently lower than our overall scores by double digits in all areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

-KPREP Social Studies, 7.04% of students scored novice and 76.06% of students scored P/D -
KPREP Reading, 12.6% of students scored novice (a 2.1% decrease) and 67.7% scored P/D (a
2% increased) from 2017 -KPREP Math, 65% of students scored P/D which is an increased of
2.2%

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**December 2018 Phase Three: Comprehensive Improvement Plan for
Schools_12032018_08:42**

Phase Three: Comprehensive Improvement Plan for Schools

Piner Elementary School

Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

**Last Modified: 12/07/2018
Status: Open**

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



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

Comprehensive Improvement Plan for Schools form is attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 December 2018 Comprehensive Improvement Plan	December 2018 Comprehensive Improvement Plan for School	
 TSI Evidence-Based Program Read 180- Description and Research	TSI Evidence-Based Program Read 180- Description and Research	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the combined reading and math percentage of proficient/distinguished students from 66.4 in 2018 to 83.2 in 2023 as measured by KPREP.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.8 to 71.02 and math from 65 to 68.5 by Oct. 1, 2019 as measured by KPREP	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student. Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Regular review of MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process. Record names of students scoring novice and develop a plan to reteach unmastered standards to them.	Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers)	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.	Use of Mastery Connect (grades 2-5) and teacher designed standards mastery tracking sheet (grades K-1) to identify students and standards requiring further instruction.	Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. (Principal, Assistant Principal and Teachers)	
	KCWP 4: Review, Analyze and Apply Data	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard. Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Collaboration in committees and vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.	Monthly committee meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.	Regular review of the campus (including drop off and pick up), drills are being implemented, and behavior data reviews. Collaborate to develop a plan to strengthen all aspects of student behavior and safety.	Monthly maintenance and safety walks. Monthly drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Monthly PBIS meetings (Principal, Assistant Principal, Teachers)	

2: Separate Academic Indicator

Goal 2: Increase the writing percentage of proficient/distinguished students from 46.5 in 2018 to 73.25 in 2023 as measured by KPREP.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<ul style="list-style-type: none"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 46.5 to	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of writing assessment data as part of the PLC process. Record names of students scoring novice and develop a plan to reteach unmastered standards to them.	Monthly writing data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers) Analyze student writing at a minimum of three times per year. (Principal,	\$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.			
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
51.85 by Oct. 1, 2019 as measured by KPREP	<u>KCWP 4: Review, Analyze and Apply Data</u>	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Collaboration in committees and vertical grade level groups to identify instructional gaps, develop common writing strategies processes, and determine what constitutes mastery at each grade level and transition point.	Assistant Principal and Teachers) Monthly committee meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	
		Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.			
	<u>KCWP 2: Design and Deliver Instruction</u>	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.			
		Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.			

3: Gap

Goal 3: Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 31.55 in 2018 to 68.45 in 2023 as measured by KPREP.		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the combined reading percentage of students with disabilities scoring proficient/distinguished from 34.2 in 2018 to 40.75 in 2019and	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process.	Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers)	\$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
		Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Record names of students scoring novice and develop a		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
math percentage of students with disabilities scoring proficient/distinguished from 28.9 in 2018 to 36.01 in 2019 as measured by KPREP.	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.	plan to reteach unmastered standards to them.	Monitor TSI evidence-based program Read 180 and System 44 data monthly (Principal, Assistant Principal, Teachers)	
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard.	Use of Mastery Connect (grades 2-5), teacher designed standards mastery tracking sheet (grades K-1), and iRead, System 44/	Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. (Principal, Assistant Principal and Teachers)	
		Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Read 180 data to identify students and standards requiring further instruction.		
	<u>KCWP 2: Design and Deliver Instruction</u>	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in committees and PLCs to identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective.	Monthly committee meetings, vertical alignment work groups and special education meetings. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.			

4: Growth

<p>Goal 4: Piner Elementary will increase the percentage of students showing growth in MAP for reading from 50.6% in Spring 2018 to 75.3% in Spring 2022, and for math from 52.3% in Spring 2018 to 76.15% in Spring 2022 as measured by the MAP assessment.</p>					
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> 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 		<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Increase the percentage of students who are showing growth in MAP for reading from 50.6% in 2018 to 55.54% in 2022; and in math from 52.3% in 2018 to 57.07%.</p>	<p>KCWP 4: <u>Review, Analyze and Apply Data</u></p>	<p>Establish a practice (worker) to: Develop a system for student monitoring using data notebooks.</p>	<p>Develop the use of student data notebooks to monitor and improve student growth and achievement in reading and math.</p>	<p>Weekly collaboration and use of student data notebooks during PLC, RTI, SAT, and special education meetings. (Principal, Assistant Principal, All Teachers)</p>	<p>\$0</p>
		<p>Establish a practice (worker) to: Assure that attendance issues are rectified as to not interfere with the educational process of students.</p>	<p>Development of Piner Attendance Plan and biweekly review of attendance data to reduce barriers to learning with the RBTL team (FRYSC, district contact, school administrators)</p>	<p>Biweekly attendance review and follow up in school RBTL meetings. District review in monthly RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)</p>	
		<p>Establish a practice (worker) to: Create and monitor students in RTI performing below proficiency.</p>	<p>Development of the RTI list for monitoring student growth/achievement and developing differentiated learning opportunities.</p>	<p>Weekly collaboration and use of RTI list and data during PLC meetings. (Principal, Assistant Principal, Teachers)</p>	
	<p>KCWP 2: <u>Design and Deliver Instruction</u></p>	<p>Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Provide differentiated instruction in reading and math at all grade levels.</p>	<p>Moby Max for grades 2-5. (Principal, Assistant Principal, Teachers); RTI block; iRead- Kindergarten-Second Grades System 44/ Read 180 3rd-5th grades pull out; RTA + 1 Trained Teacher in 1st Grade</p>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<u>KCWP 4:</u> <u>Review,</u> <u>Analyze and</u> <u>Apply Data</u>	Establish a practice (worker) to: Develop a system for student monitoring using data notebooks.	Develop the use of grade level data binders to monitor and improve student growth and achievement in reading and math.	Weekly collaboration and use of data analysis during PLC, RTI, SAT, and special education meetings. (Principal, Assistant Principal, All Teachers)	
	<u>KCWP 6:</u> <u>Establishing</u> <u>Learning</u> <u>Culture and</u> <u>Environment</u>	Establish a practice (worker) to: Develop a system to provide access to mental health services and school-based therapy in order to reduce barriers to learning.	Development of a Piner plan for students with mental health and school-based therapy and biweekly needs to reduce barriers to learning with the RBTL team (FRYSC, district contact, school administrators)	Biweekly attendance review and follow up in school RBTL meetings. District review in monthly RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)	

5: Transition Readiness

Goal 5: Increase the percentage of students who are transition ready from 38.03 in 2018 to 71.875 in 2022 as measured by KPREP.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students who are transition ready from 38.03 in 2018 to 55 in 2019 as measured by the percentage of students scoring proficient and distinguished in all areas of Reading, Math, Social Studies, and Writing on KPREP.	<u>KCWP 1: Design and Deploy Standards</u>	Establish a process (work) to: Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Collaboration in monthly committee meetings and weekly PLC meetings.	Teachers will participate in curriculum meeting monthly and present work to the SBDM council at monthly meetings. (Principal, Assistant Principal, Teachers, Interventionists, District Curriculum Personnel)	\$0
		Establish a process (work) to: Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations and classroom data (RTI progress monitoring, and standards mastery checks).	Implementations of learning walks and formal observations to provide actionable feedback to teachers on engagement, formative assessment, accountable talk, and collaborative learning. Implementation of scheduled lesson plan review meetings to ensure fidelity to the standards and provide feedback to teachers.	Each teacher will receive at least one learning walk per month by a building administrator. Formal observations will be completed in accordance with the KCSD certified evaluation plan. (Principal, Assistant Principal, District Personnel) Lesson plan reviews with feedback for teachers will take place weekly. (Principal, Assistant Principal)	\$0
	<u>KCWP 2: Design and Deliver Instruction</u>	Establish a practice (worker) to: Use formative and summative evidence to inform what comes next for individual students and groups of students.	Implementation of learning walks to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Monthly review of writing assessment data as part of the PLC process. (Principal, Assistant Principal, Teachers) Monthly learning walks. (Principal, Assistant Principal, Teachers)	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: <u>Review,</u> <u>Analyze</u> <u>and Apply</u> <u>Data</u>	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Regular review of MAP data and common assessment data as a part of the weekly PLC process. Record names of students scoring novice and develop a plan to reteach unmastered standards to them. Review and analyze biweekly standards-based ELA and Math assessments in all K-5 classroom. Use of Mastery Connect (grades 2-5) and teacher designated standards mastery tracking sheet (grades K-1) to identify students and standards requiring further instruction.	Analyze MAP data at a minimum of three times per year: Fall, Winter, Spring. (Principal, Assistant Principal, Teachers) Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal, Teachers)	\$0

**December 2018 Phase Three: Closing the Achievement Gap
Diagnostic_12032018_08:43**

Phase Three: Closing the Achievement Gap Diagnostic

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

**Last Modified: 12/11/2018
Status: Open**

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Our gap group is primarily comprised of students who receive free and reduced lunch and students with disabilities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

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

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Gaps that the school has successfully closed are in Social Studies (76.06% P/D all students, 64.28% P/D gap). Gaps that persist are students with disabilities in Reading (67.8% P/D all students, 34.2% P/D gap), Math (65% P/D all students, 28.9% P/D gap), and Writing (46.5% P/D all students, 5.9% P/D gap).

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Our gap groups that have shown improvement in the area of Reading is students with disabilities (22.2% P/D in 2017 to 34.2% P/D in 2018).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

In the gap group of students with disabilities, the school has lacked progression in Math (30.6% P/D in 2017 to 28.9% P/D in 2018).

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development was approved by the superintendent in May 2018 and the extended school services plan was approved by the superintendent in November 2018. Because the school has a large population of students who fall in to the category of free and reduced lunch and students with disabilities, our teachers and staff have focused professional development in the area of research-based strategies that are most effective in helping students in these demographic categories to learn. In weekly PLC meetings, teachers analyze the results of weekly assessments in Math and ELA and plan next instructional steps for students who do not master specific standards. Weekly instructional walks by building and district administrators focuses feedback on effective formative assessment, meaningful engagement, accountable talk and collaborative learning. The Read to Achieve teacher and +1 RTA teacher have attended specific ELA training, and have shared their learning with colleagues at faculty meetings. All ESS funding will be allocated for use in our Summer Learning Program, free for all Piner students to strengthen reading, math, and science skills. The free Summer Learning Program is planned and executed in conjunction with the 21st Century Learning Center program. Students who fall in our gap group are encouraged to attend and free bus transportation is provided two of the four days per week.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

The master schedule in 2017-2018 did not allow for sufficient time with RTI in each grade level. This year (2018-2019) we have increased time devoted to students for additional opportunities to receive remediation in the areas of reading and math. Additionally, instructional gaps have been identified from vertically and committees are working on vertically aligning teaching strategies in reading and math. Absenteeism has contributed to some of our students' lack of academic progress; we have developed a comprehensive attendance plan and are working to reduce nonacademic barriers (such as attendance) through our Reducing Barriers to Learning (RBTL) committee, which meets biweekly.

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

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

III. Planning the Work

Gap Goals

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

Increase the combined reading percentage of students with disabilities scoring proficient/distinguished from 34.2 in 2018 to 40.75 in 2019 and 67.1 in 2023 as measured by KPREP.
Increase the combined math percentage of students with disabilities scoring proficient/distinguished from 28.9 in 2018 to 36.01 in 2019 and 64.45 in 2023 as measured by KPREP.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

Step 2: Complete your findings and answers.



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

Closing the Achievement Gap Summary is attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	III
 Measurable Gap Goal	Measurable Gap Goal	III

Gap Group/Total number of students
Students with Disabilities/70
Free/Reduced Lunch/163
EL/6
African American/1
Native Hawaiian/Pacific Islander/1
Two or More Races/3

Percentage of Total School Population
19.44%
45.28%
1.67%
0.28%
0.28%
1.11%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 31.55 in 2018 to 68.45 in 2023 as measured by KPREP.	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	(Principal, Assistant Principal and Teachers)	Use of Mastery Connect (grades 2-5), teacher designed standards mastery tracking sheet (grades K-1), and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction reviewed and discussed weekly in PLCs.	\$0
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	(Principal, Assistant Principal and Teachers)	Classroom walks and lesson plan reviews; weekly common planning and monthly vertical committees.	\$0

	<u>KCWP 4: Review, Analyze and Apply Data</u>	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard. Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.	(Principal, Assistant Principal and Teachers)	Review and track data and discuss next steps in weekly PLCs and common planning.	\$0
	<u>KCWP 2: Design and Deliver Instruction</u>	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	(Principal, Assistant Principal and Teachers)	committees and weekly PLCs to identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective.	\$0
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	(Principal, Assistant Principal and Teachers)	Use of Mastery Connect (grades 2-5), teacher designed standards mastery tracking sheet (grades K-1), and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction reviewed and discussed weekly in PLCs.	\$0

Oct. 2018 Phase One: Continuous Improvement Diagnostic_09102018_17:02

Phase One: Continuous Improvement Diagnostic

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 09/10/2018
Status: Open

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Continuous Improvement Diagnostic 3
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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Upon analyzing results from the TELL Survey, school administration and SBDM will address the following areas for improvement: work with teachers to find ways to implement strategies to improve their ability to give feedback on decision making and improve in the areas of providing teachers with minimal interruptions and reduction of the amount of routine paperwork that is not directly related to student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

School administration will challenge SBDM members to ask their constituencies for guidance on school improvement in the areas listed above. School administration will also hold occasional focus group meetings in our classified staff and students as they are not officially represented in SBDM. Certified staff will also meet monthly in committee meetings to monitor implementation and effectiveness of the areas listed above.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 1 2018- Phase Two: School Safety Report_10122018_08:53

Phase Two: School Safety Report

Piner Elementary School
Christl Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 10/12/2018
Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

The school had 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).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

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).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

The school's emergency plan was reviewed at 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).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

The administrator discussed the emergency plan with all school staff prior to the first instructional day of the current school year (8/13/18) and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

During the first 30 instructional days of the current school year, the principal conducted at least one severe weather drill (8/22/18), one earthquake drill (8/22/18), and one lockdown drill (8/21/18) as required by KRS 158.162(4).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

During the month of January during the prior school year, did the principal conducted at least one severe weather drill (1/3/17), one earthquake drill (1/3/17), and one lockdown drill (1/10/18) as required by KRS 158.162(4).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 1 2018- Phase Two: School Assurances_10122018_09:08

Phase Two: School Assurances

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 10/12/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

☒ Yes

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

☒ Yes

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

☒ Yes

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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December 2018 Phase Three: Title I Annual Review_12032018_08:45

Phase Three: Title I Annual Review

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 12/07/2018
Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

The needs assessment process was effective at Piner Elementary School at identifying areas of need. Data sources included MAP, KPrep, Brigance, DIBELS, RI, and PI. Needs identified included improvement in Reading, Writing, and Language Mechanics skills, particularly for those students falling into the Gap designation. The achievement gaps identified were students in the categories of disabilities and free and reduced lunch. Title I funds were used to hire staff to focus on working with low performing students as well as those students falling into the gap, purchasing Tier I and II instructional materials for remediation, and technology to use with specific instructional programs, such as Read 180, System 44, iRead, and ST Math. The expenditure of funds has proven effective, but we continue to seek ways to continue improving our programs and student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The effectiveness of the strategies that were implemented as a part of the schoolwide program in meeting the requirements above were strong. Data sources used in the evaluation of the strategies were from: KPREP, Read 180, System 44, Compass, ST Math, iRead, and DIBELS assessments. These programs were selected based upon research and evaluation of past implementation. These programs, strategies and staffing decisions have been effective in improving student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

The school's parent and family engagement program was effective. Additional funds were obtained through various sources to support family engagement, such as FRC funds, PTA donations, school instructional funds, and Me and My School funds. The programs that were planned and held were Kindergarten Round Up, Readifest, Reading and Math Night, Fun Arts Night, and the Me and My School Kindergarten Readiness program, which contained a large family involvement piece. Parents were invited and encouraged to stay two days per week during the program to participate in the instructional activities with the students. The outcome was that we had many families participate in each of these activities, parents' skills in helping their students to learn increased, learning materials were provided that could be utilized at home as well.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Due to the fact that we had a great deal of success and parent involvement, we are going to host the same programs again including: Kindergarten Round Up, Readifest, Reading and Math Night, Fun Arts Night, and the Me and My School Kindergarten Readiness program.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

The evaluation process and data sources used to evaluate the schoolwide program at Piner include: Pre- and Post- assessments for students attending Me and My School and the Summer Learning Program and parent surveys at Readifest. Additionally, we utilize student data from the following sources to evaluate the program: KPREP, Read 180, System 44, Compass, ST Math, iRead, and DIBELS assessments.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The components of the schoolwide program at Piner which were most effective include: Kindergarten Round Up, Readifest, Reading and Math Night, and the Me and My School Kindergarten Readiness program. Providing transportation for 2 days of the summer learning programs were very effective in reaching all students, especially those who are the furthest from achieving the standards.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Based on the results of the evaluation of our schoolwide plan, we will make adjustments to next year's schoolwide plan. We will continue with providing transportation but this year we will look into providing transportation more than 2 days of the week.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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December 2018 Phase Three: Executive Summary for Schools_11132018_10:17

Phase Three: Executive Summary for Schools

R C Hinsdale Elementary School
Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/07/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

R. C. Hinsdale Elementary is comprised of 609 students in grades K-5, with 35 certified staff members. We are located in Edgewood, Kentucky as part of the Kenton County School District, which is located in the northern part of the state. Every staff member is highly qualified to teach his/her specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education. R. C. Hinsdale has consistently achieved at high levels on state assessments for the past four years, but in recent years has experienced the impact of a changing student demographic. The percentage of at risk students as identified by poverty, minority, English learner and students with disabilities continues to increase. Despite these challenges, our highly qualified staff is responsive to the needs of our students and receives a significant amount of support from our generous Parent/Teacher Association (PTA) which assists our school with fundraising efforts to support curriculum and technology enhancement opportunities for all students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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 mission of R. C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens. We believe the following: All children want to learn; all children can learn. Learning is a lifelong process. Instruction should be relevant to children's lives. Problem-solving skills and critical thinking skills are valuable. Education is a partnership among home, school, and community. Respect for self and others promotes a sense of community and an environment conducive to learning. Every individual has a unique combination of abilities and attributes that, when recognized, nurtured and challenged, promote the realization of potential. R. C. Hinsdale embodies this purpose by holding students accountable and teaching the whole child. There is a strong sense of home and school partnerships and families are invested and engaged in the mission of our school. Opportunities in the arts, technology, physical education, and many extra-curricular options encourages students to explore and develop their skills and talents and helps prepare students to be college and career ready.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

R. C. Hinsdale has achieved distinguished ratings on state achievement assessments for the past three years and has also been recognized as a School of Distinction. Historically, our students have performed at or above grade level and our overall achievement has remained consistently high. Our attendance data ranks among the highest in the state. Our school received the 2017 Region 7 High Attendance Award for large elementary. As the demographic characteristics of our students and families has changed in recent years, we have experienced some challenges with regard to helping all students achieve at high levels. Through our building-wide RTI program, we are providing all students, including our at-risk population the opportunity to excel and demonstrate achievement at proficiency and higher.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

Through the strong support of our families and community, we will meet the needs of all students. We are seeking opportunities to build stronger community partnerships that have existed in the past, but more recently have diminished. Our students hold high expectations for themselves and our teachers have invested in our school for more than 100 years concurrently. R. C. Hinsdale is an outstanding school, and we will continue to reach higher to achieve success. #RCHhigher

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**November 2018 Phase Two: The Needs Assessment for
Schools_10082018_11:08**

Phase Two: The Needs Assessment for Schools

R C Hinsdale Elementary School

Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/23/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Our SBDM council, Team leaders represented by each grade level, Grade level teams (PLCs), and Special Area Teams, review and analyze data results through monthly meetings. Team leaders meet monthly, and grade level teams (PLCs) meet weekly to review, analyze and apply data results. Meetings are documented with agendas and notes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

According to our school Report Card for 2017-2018, our current KPREP Reading Achievement results for all students indicated 78% students scored proficient or distinguished as compared to 79.3.% in 2016-2017. These results are significantly higher than the state average of students scoring proficient or distinguished in Reading for 2017-2018 of 57.6%. Students with disabilities scored 55.9% proficient or distinguished in Reading which was significantly higher than our scores from 2016-2017 at 45.9% and the state's average from 2017-2018 of 35.2%.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

In 2017-18, only 23.5% of students with disabilities scored proficient on KPREP in math. On the KPREP social studies assessment, only 20% of students with disabilities scored proficient. For delivery targets, we did not meet our combined Reading target of 81.9. We scored 78.2. In math, our delivery target was 78 and we did not meet the target with a score of 62.3.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

Although the data indicates high achievement for our students across content areas, our students with disabilities have consistently scored lower than all students in all content areas. More specifically, our math achievement has historically been lower than our reading achievement. In 2017 - 2018, we scored at the top 5% of the state for reading and only 21% for math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

A Key Core Work Process for Hinsdale is to Design and Deliver Assessment Literacy. As an administration team, we are developing a uniform way of examining and interpreting student data through our weekly PLC meetings, monthly faculty meetings and monthly team leader meetings. Our grade level teams have created data binders to examine and interpret their class data through formative, summative, benchmark, and interim assessments in order to determine priorities for student success. Weekly PLCs help monitor this process. The Master schedule reflects dedicated time for reading and math RTI. Providing intervention for reading is a strength across our building, but we are lacking the same level of consistency with our math RTI. By designing and delivering assessments specifically in the area of math, teachers will be able to use this data to inform instruction and close gaps for all learners.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

Our attendance rates continue to remain high. In 2016-17, our school earned the ranking of second highest attendance school in the state at 97.7%. Our writing scores increased significantly in 2017-2018 with 69.3 percent of students scoring proficient or distinguished as compared to 63.1 in 2016-2017. We also scored in the top 4% in the state on the KPREP Science assessment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**December 2018 Phase Three: Comprehensive Improvement Plan for -
Schools_11132018_10:15**

Phase Three: Comprehensive Improvement Plan for Schools

R C Hinsdale Elementary School
Angela Castleman
440 Dudley Rd
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Last Modified: 12/12/2018
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Comprehensive Improvement Plan for Schools 3
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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 RCH 2018 Comprehensive School Improvement Plan	RCH 2018 Comprehensive School Improvement Plan	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

<p>Goal 1 (State your proficiency goal): Increase percent Proficient/Distinguished in combined Reading and Math, from 70.24 in 2018 to 85.12 in 2023.</p>					
<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 		<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Increase percent Proficient/Distinguished in combined Reading and Math, from 70.24 in 2018 to 73.24 in 2019.</p>	Review, Analyze, and Apply Data	<ul style="list-style-type: none"> • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. 	<ul style="list-style-type: none"> • Use of PLC protocol form through Google Docs for collaboration 	<ul style="list-style-type: none"> • Weekly review and collaboration • Quarterly data review 	\$0
	Design, Align, and Deliver Support	<ul style="list-style-type: none"> • Assess with formative and summative assessments that are aligned to the 	<ul style="list-style-type: none"> • Triangulating data using MAP and formative and summative common assessments. 	<ul style="list-style-type: none"> • Lesson plans reflect Choose 	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>standards and learning targets.</p> <ul style="list-style-type: none"> • Develop school culture supports, including academic, behavioral, and mental health to promote and support learning for all students. • Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture. 	<ul style="list-style-type: none"> • Implementing Choose Love Program through weekly lessons school-wide. • Implementing guidance groups to support mental health and encourage positive behavior and academic achievement. • PBIS program establishes behavior expectations and encourages monitoring of safety and discipline data. 	<p>Love Program Components</p> <ul style="list-style-type: none"> • Safety and discipline assessment data 	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

Increase the Separate Academic Indicator from 81.8 in 2018 to 90.9 in 2023.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the Separate Academic Indicator from 81.8 in 2018 to 89.04 in 2019.	Review, Analyze, and Apply Data	<ul style="list-style-type: none"> • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. • Assess with formative and summative assessments that are 	<ul style="list-style-type: none"> • Use of PLC protocol form through Google Docs for collaboration • Triangulating data using MAP and formative and summative common assessments. 	<ul style="list-style-type: none"> • Weekly review and collaboration • Quarterly data review 	\$0

		aligned to the standards and learning targets.			
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3: Gap

Goal 3 (State your Gap goal):

Increase percent Proficient/Distinguished in combined Reading and Math for students with disabilities with IEP from 45.73 in 2018 to 69.85 in 2023.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percent of Proficient/Distinguished in combined Reading and Math for students with disabilities from 45.73 in 2018 to 54.76 in 2019.	Design and Deliver Instruction	<ul style="list-style-type: none"> • Develop a clearly defined RTI schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. 	<ul style="list-style-type: none"> • Bi-weekly progress monitoring data collection for reading and math. • Use of MTSS data collection tool to track tiered interventions. 	<ul style="list-style-type: none"> • Weekly submission of progress monitoring data • Monthly MTSS data review 	\$0
	Establish a Learning Culture and Environment.				\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. 	<ul style="list-style-type: none"> The Choose Love promotes student equity through the lessons and classroom activities. 	<ul style="list-style-type: none"> Lesson plans reflect Choose Love classroom activities and program components. 	

4: Growth

Goal 5 (State your Growth goal):

Increase percent of students showing growth in Reading from 52.5 in 2018 to 69.0 in 2022.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase percent of students showing growth in Reading from 52.5 in 2018 to 55.6 in 2019.	Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Develop a system for student monitoring using data notebooks. 	<ul style="list-style-type: none"> Weekly use and review of student data notebooks 	<ul style="list-style-type: none"> Quarterly data review 	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> Use classroom assessment data to inform teacher's instructional decisions. 	<ul style="list-style-type: none"> PLCs meet weekly to discuss assessment and results to inform instruction. 	<ul style="list-style-type: none"> Weekly PLC protocol form for tracking assessment data including next steps for instruction. 	

5: Transition Readiness

Goal 6 (State your Transition Readiness goal):

Increase percent of Proficient/Distinguished in Reading, Math, Social Studies and On-Demand from 37.62 in 2018 to 69.05 in 2022.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase percent of Proficient/Distinguished in Reading, Math, Social Studies and On-Demand from 37.62 in 2018 to 50.48 in 2019.	Review, Analyze, and Apply Data	<ul style="list-style-type: none"> • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. • Assess with formative and summative assessments that are aligned to the standards and learning targets. 	<ul style="list-style-type: none"> • Use of PLC protocol form through Google Docs for collaboration • Triangulating data using MAP and formative and summative common assessments. 	<ul style="list-style-type: none"> • Weekly review and collaboration through PLC protocol form in Google docs • Quarterly data review 	\$0

**December 2018 Phase Three: Closing the Achievement Gap
Diagnostic_11132018_10:16**

Phase Three: Closing the Achievement Gap Diagnostic

R C Hinsdale Elementary School
Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/12/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Please see attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Our school's climate and culture as it pertains to our gap population is unique because this group represents a smaller percentage of our population when compared to the total population. Our two highest groups are minority and poverty, but they account for less than twenty percent each of our population. More than 80 percent of our students are not minority and are not classified as students in poverty. Our population of students with disabilities is the next highest, but it accounts for less than 10 percent of the total population and our English learners population accounts for less than 5 percent.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Over the past two years, we have closed the gap with regards to reading. In 2015-2016, nonduplicated gap students scoring Proficient or Distinguished was 56.6 and in 2017, the percent was 64.3. For math, the percent of non-duplicated gap students scoring Proficient or Distinguished was 43.4 in 2015-2016. In 2016-2017, the percent was 46.4. For 2017 - 2018, our students with disabilities performed lower than all students for reading but significantly lower for math. In comparison, for reading, 55.9 percent of students with disabilities scored proficient and distinguished as compared to 78.2 percent of all students. In math, 23.5 percent of students with disabilities scored proficient/distinguished as compared to 62.3 percent of all students.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

In 2017-2018, our English Learners performed well for reading as compared to all students. 76.8 percent of English Learners scored Proficient/Distinguished in reading as compared to 78.2 percent of all students. Our students with disabilities continue to perform higher in reading than math.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Overall, our students in gap groups perform lower in math than reading. 61.5 percent of EL students scored Proficient/Distinguished in math 40.0 percent of students in poverty scored Proficient/Distinguished in math 23.5 percent of students with disability scored Proficient/Distinguished in math

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school's professional development plan was approved in May 2018 and includes curriculum alignment for all grade levels and special education in the area of math. In addition, our professional development includes technology integration for math and training on our district's Cycle of Quality Instruction to enhance teaching and assessment practices specifically in the area of math. Our Extended School Services plan was approved in November 2018 and is used to provide a kindergarten readiness program to help close achievement gaps from the beginning.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

The absence of a school-wide RTI plan has prevented our school from closing achievement in reading and map for all groups. In addition, grade level teams did not have an established plan or protocol for reviewing data or assessments. School-wide data tracking and review was inconsistent and a lack of RTI resources specifically in the area of math has presented challenges to closing math achievement gaps.

G. 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.

Team Leaders are leading the work with PLCs to design and align curriculum and assessments. This team includes the following members: Denise Jefferies (1st grade), Stephanie Steinbrunner (2nd grade), Juli Watkins (3rd grade), Kristin Stainforth (4th grade), Barbie Bogard (5th grade), Kyle Chevalier (P.E.), and Lauren Cottengim (Kindergarten). Administrators (Dr. Angela Castleman and Mr. Alex Fangman) will work closely with grade level teams to align curriculum, review data and analyze assessments. Our SBDM members will also provide input and monitor progress towards our goals. These members include: Beth King, Tricia Kiefer, Katie Gibbons, Jami McQuerry, Hui Pin Sepulveda, Gina Powers, and Angie Smith.

III. Planning the Work

Gap Goals

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).

Goal 1: Increase percent Proficient/Distinguished in Reading for students with disabilities with IEP from 55.9 in 2018 to 77.95 in 2023. Objective: Increase percent Proficient/Distinguished in Reading for students with disabilities with IEP from 55.9 in 2018 to 60.31 in 2019. Goal 2: Increase percent Proficient/Distinguished in Math for students with disabilities with IEP from 23.5 in 2018 to 61.75 in 2023. Objective: Increase percent Proficient/Distinguished in Math for students with disabilities with IEP from 23.5 in 2018 to 31.15 in 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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.

Please see attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group	2018 Achievement Gap Group	I
 Closing the Achievement Gap Summary	2018 Closing the Achievement Gap Summary	III

Gap Group/Total number of students	Percentage of Total School Population
African American/20	3.20%
Asian/15	2.40%
Hispanic/17	2.70%
Two or More Races/22	3.50%
English Learners/24	3.80%
Students with Disabilities/52	8.30%
Students Experiencing Poverty/116	18.60%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase percent Proficient/Distinguished in Reading for students with disabilities with IEP from 55.9 in 2018 to 77.95 in 2023.	Design and Deliver Instruction	Develop a clearly defined RTI school-wide process with applicable checklists and documents tools, including such information as service frequency, intervention program/strategies, SMART goal measurement, and progress monitoring checks. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Team Leaders, Admin Team	Bi-weekly progress monitoring data collection for reading and math. Use of MTSS data collection tool to track tiered interventions.	\$0

<p>Increase percent Proficient/Distinguished in Math for students with disabilities with IEP from 23.5 in 2018 to 61.75 in 2023.</p>	<p>Design and Deliver Instruction</p>	<p>Develop a clearly defined RTI school-wide process with applicable checklists and documents tools, including such information as service frequency, intervention program/strategies, SMART goal measurment, and progress monitoring checks. Develop a protocol for tiered intervention movements.</p>	<p>Team Leaders, Admin Team</p>	<p>Bi-weekly progress monitoring data collection for reading and math. Use of MTSS data collection tool to track tiered interventions.</p>	<p>\$0</p>

October 2018 Phase One: Continuous Improvement Diagnostic__09262018_14:49

Phase One: Continuous Improvement Diagnostic

R C Hinsdale Elementary School

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Edgewood, Kentucky, 41017

United States of America

Last Modified: 09/30/2018

Status: Open

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Continuous Improvement Diagnostic 3
ATTACHMENT SUMMARY 5

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

R. C. Hinsdale has historically been a school of high academic achievement. We have been working in recent years to refine our practices and implement processes of skill remediation especially in the areas of reading and math in order to ensure all students are successful. This past year, a more systematic Response to Intervention (RTI) process was established school-wide for students performing below benchmark to receive additional help and support. In the same way, students performing at or above benchmark could use this time for enrichment or reinforcement of the required content. In the process of providing this RTI time for our students, it was clear that our schedule needed to reflect dedicated and specific time for students and teachers to accomplish the goals of intervention. This year we have a master schedule that reflects dedicated time for reading and math RTI. Through our district initiative of the Multi-Tiered System of Support (MTSS), teachers are identifying students who are below reading and math benchmarks and communicating with families regarding these deficits. These processes are essential because not all groups of our student population are achieving at the same rate or to their highest potential possible. We need to increase the number of students scoring proficient and distinguished in reading and math in all sub-categories. Another area of improvement based on survey results with our staff is instruction. Our district has developed a Cycle of Quality Instruction that we are providing on-going training and professional development for throughout this year. Our focus area is the second bubble of the cycle which includes, Meaningful Engagement and Formative Assessment. This is an area of opportunity for us because we need to be more intentional about how we ensure students are substantively interacting with learning tasks and in turn, we need to make sure we are monitoring their understanding and mastery of the content.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We will engage a variety of stakeholders in the development of an ongoing, continuous improvement process through our School Based Decision Making Council. Through monthly

SBDM meetings as well as Ad Hoc Committee meetings including teachers and parent members, we will monitor the effectiveness and progress of our school-wide intervention program. Teachers will also communicate with parents on a regular basis regarding their students' progress and will communicate feedback to our administration. Monthly SBDM meetings are scheduled for the second Thursday of the month and additional Ad Hoc Committee Meetings will be scheduled as needed. Parents and teachers will be given an opportunity to participate on the Ad Hoc Committees through our school communication channels and the principal will appoint a designee to convene the committee meetings. The committees will report back to SBDM and the SBDM council will assist in the implementation and the monitoring processes through their monthly meetings.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 2018 Phase Two: School Safety Report_10082018_11:11

Phase Two: School Safety Report

R C Hinsdale Elementary School

Angela Castleman
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Last Modified: 10/23/2018

Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes. The SBDM council reviewed the Safety Plan on October 25 and the plan was submitted to the district on October 15.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes on August 13 in our Faculty Meeting and approximately 11:30 am.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 2018 Phase Two: School Assurances_10082018_11:10

Phase Two: School Assurances

R C Hinsdale Elementary School

Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/23/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- ☐ Yes
 - ☐ No
 - ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- ☐ Yes
 - ☐ No
 - ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- ☐ Yes
 - ☐ No
 - ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- ☒ Yes
 - ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 2018 Phase Three: Executive Summary for River Ridge

Phase Three: Executive Summary for Schools

River Ridge Elementary School

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

Last Modified: 12/13/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

River Ridge Elementary is a large public school serving just under 1,000 students Preschool through 5th grade from Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse mix of students and families across socio-economic, racial, and ethnic backgrounds. The percentage of students qualifying for free or reduced lunch at River Ridge has steadily increased over the past 3 years and is approximately 56%, which qualifies us as a Title One School. This year, for the first time, we are eligible to provide free breakfast and lunch every day to all students, due to the high percentage of students on the Free Reduced Lunch Program. We also provide free lunch during the summer months. In addition, we provide clothing, outerwear, canned goods and non-perishable food, and more through our Family Resource Center. And, we offer free dental check-ups and vision screenings to students. We serve approximately 100 students who are considered EL (English Learners) with 19 different spoken languages and over 100 students with disabilities who have an individualized education plan. These sub groups make up 20% of our student population. We currently have 38 students in grades 4 and 5 who have been formally identified as Gifted/Talented in general intelligence, leadership, creativity, language arts, math, science, and/or social studies. A high percentage of our students and families look to RRE as a community resource that offers access to so many services they simply would not have otherwise. In addition to the services listed above is regular access to computers and technology. Such access is critical because, in our world today, computer knowledge is imperative and children who do not have regular access can fall behind. Indeed, in today's world, access to computer technology is an "initial condition" for academic success because it is a tool that is effective across disciplines, it enhances classroom instruction, and it can make kids more excited about learning.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission statement at River Ridge Elementary is "We build the foundation for lifelong learners and productive citizens." Our Belief Statements are: We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability. At RRE, we are a PBIS school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is Safe. We are intentional with teaching and modeling our expectations throughout all parts of our building and we celebrate success with behaviors and academics in a variety of ways. We have a comprehensive instructional program with a variety of student instructional needs

during the day including a differentiated core instructional block and a comprehensive multi tiered system of support for students requiring academic, behavior, and social/emotional interventions. Teachers and students have access to the following programs: Compass Learning, Fastt Math, Read Naturally, Accelerated Reader, EdMark Reading, Orton Gillingham, SBDM Literacy Plan, SBDM Math Model, and Dreambox. Through our Tier II and Tier III blocks of instruction we have Title reading intervention groups using programs to address the needs of struggling students in both reading and math. We offer many ways to make meaningful connections with students beyond the classroom through activities and clubs such as: Strings, Newsteam, Academic Team, Gym Time, Lego Club, Karate, Dance, Basketball, Student Council, 5th Grade Jobs, EWISE, Book Club, Drama Club, Choir, Girls on the Run, and Running Club. These opportunities are intended to provide students with extra curricular activities beyond the school day to further develop skills, behaviors, and beliefs related to creating well-rounded students. In addition, through extensive support from our PTO (parent teacher organization) we have made significant efforts to increase technological resources in a sustained effort to become a one to one school. Technology will allow our teachers to consistently utilize online resources, web applications, and other tools in a way that complements the curriculum, enhances and expands upon the educational content being taught, builds upon student enthusiasm, and maximizes individual student learning. The importance of providing students in today's classrooms with current, fully equipped, and accessible technology cannot be overstated because doing so is shown to boost test scores and provide a greater degree of preparedness for high school and beyond.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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 2015, River Ridge was classified as a Distinguished school, a High Performing School, and a progressing school. Our overall accountability score was a 74.7, which was an increase from the 2014 academic school year. In 2016, we earned the distinction of being a Proficient school. In 2017, we did not receive an overall score, yet we increased our scores in each tested area from 2016. River Ridge was classified a Proficient school by our school district. With the change in our state accountability system, we did not receive an overall proficiency classification for 2018. However, data analysis indicates achievement levels above the state average in all tested areas (top 21% in the state), a growth score ranking in the top 13% in the state, a science score in the top 7% in the state, and significant growth with our EL student population placing us in the top 10% in the state for EL student proficiency. We were classified as a TSI school due to a low percentage of our students with disabilities scoring at a proficient level overall. Areas for improvement include increasing proficiency levels for our students with disabilities, increasing our proficiency with on-demand writing scores, and continued focus on core instruction to increase overall reading and math proficiency.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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October 2018 Phase Two: The Needs Assessment for River Ridge

Phase Two: The Needs Assessment for Schools

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

Last Modified: 12/04/2018
Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

The administrative team conducts an initial review of state assessment results. Results are then analyzed and summarized with staff members at a staff meeting as well as in grade level teams. Data is used to determine school wide areas of strength and focus. Ongoing data review is conducted monthly at SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during RTI PLCs every 6 weeks for reading and math. Weekly meetings also focus on grade level common assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed. Once a month, the RTI/Closing the Achievement Gap committee meets to review RTI data and discuss school wide student progress and next steps with interventions. Title staff meets each week to review intervention data as well. The CSIP committee also meets monthly to discuss progress toward school wide goals based on data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Our rate of 4th grade students scoring Proficient and Distinguished in reading increased from 63.9% to 75.35% Our rate of 3rd grade students scoring Proficient and Distinguished in math increased from 62.6% to 64.10% Our rate of 4th grade students scoring Proficient and Distinguished in math increased from 58.8% to 63.38% Our rate of 5th grade students scoring Proficient and Distinguished in math increased from 61.3% to 63.06% Our overall rate of non-duplicated gap students scoring Proficient and Distinguished in reading increased from 52% to 56.04% Our overall rate of non-duplicated gap students scoring Proficient and Distinguished in math increased from 47.8% to 53.7% Our overall reading and math Proficiency for students in grades 3-5 is 65.9%. This is an increase from 63.45% in 16-17. Our overall achievement for Reading is 11.3 percentage points above the state average. Our overall achievement for Math is 14.7 percentage points above the state average. Our school scored in the top 13 percent for growth and top 7 percent for science in the state. Our average school score is above the state average in all tested areas in grades 3-5. All data is generated based on state assessment results (KPREP) for 2017-2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

Our rate of 3rd grade students scoring proficient/distinguished in reading decreased from 63.9% to 57.69% Our rate of 5th grade students scoring proficient/distinguished in reading decreased from 71.3% to 65.6% Our rate of 5th grade students scoring proficient/distinguished in writing decreased from 52% to 47.77% Our overall reading proficiency for non duplicated gap students is 56%, below our non gap students by 10 percentage points. Our overall math proficiency for non duplicated gap students is 53.6%, below our non gap students by 10 percentage points.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

Trends from the previous two academic years show an increase of students within our gap groups including English Learners and students with disabilities. Achievement data from these groups indicate that we need to improve our efforts to remove barriers to learning for these groups as we continue to move these students to a higher level of proficiency. Last year, we saw a considerable amount of growth within our EL population, however, our students with disabilities continue to score below proficiency in all areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

In order to produce our desired changes to increase achievement with all students, we will continue to focus on reviewing, analyzing, and applying data results in addition to designing, aligning, and delivering support processes with sub-group focus. A strategic, tiered system of interventions is being implemented with specific focus on identifying specific skill deficits, placing students in focused intervention groups for 6 weeks, and analyzing data after 6 weeks of intervention to monitor growth and determine effectiveness of programming. Teachers, interventionists, and administrators will work together to review data to place students in appropriate interventions. These same stakeholders will convene in ongoing professional learning communities to carefully analyze student data and make decisions regarding next steps for individual students. This process will allow us to be more intentional and purposeful with how we are addressing the needs of our lowest performing student groups. In addition to a sustained, focused system of interventions and supports, we will continue to focus on providing high quality core instruction to all students. Teachers and administrators will collaborate to ensure classroom instruction is appropriate and strategies are implemented to ensure congruency to the intent of the learning target and students are actively and cognitively engaged.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

Our rate of proficient and distinguished students is above the state average in all tested areas. Our overall rate of proficiency and separate academic indicator ranked in the top 21% in the state. Our overall rate of growth ranked in the top 13% percent in the state. Our overall rate of science proficiency was in the top 7% percent in the state. We demonstrated significant growth with our English learner gap group as indicated in proficiency and separate academic indicators falling only slightly below that of our largest non gap group (white students) at a combined average difference of only 6.6 points.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 2018 Phase Three: Comprehensive Improvement Plan for River Ridge

Phase Three: Comprehensive Improvement Plan for Schools

River Ridge Elementary School

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

Last Modified: 12/12/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Comprehensive School Improvement Plan	Goal builder	
 ESSA Evidence Based Practice	Accelerated Reader	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: By 2023, River Ridge Elementary will increase the combined reading and math percentage of students scoring proficient/distinguished from 65% in 2018 to 82% as measured by the school report card.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase our percentage of students scoring proficient/distinguished in reading from 66% to 69.4% in 2019 as measured by the school report card.	1-Design and deliver instruction Monitor processes in place to ensure students have an understanding of learning expectations (learning targets, goal setting, and purpose) and know the criteria for success?	1) Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	<ul style="list-style-type: none"> Use of MAP Data to determine growth over the course of the school year. Common Assessments will be used to assess and monitor student mastery towards standards. RTI data will be used to monitor progress with intervention supports. KPREP data to determine annual growth and achievement for all student groups 	MAP data will be analyzed 3 times a year. Common assessments data will be analyzed ongoing. RTI data will be analyzed every 6 weeks. KPREP (state assessment) will be analyzed annually.	\$4,000 (Kagan Team)
Objective 2: To increase our percentage of students scoring proficient/distinguished in math from 64% to 67.6% as measured by the school report card.	2-Design and deliver instruction Ensuring instruction is explicit and teachers are monitoring the learning before, during, and after instruction.	2) Plan for and implement active student engagement strategies aligned with quality instruction indicators and Kagan team initiatives.			
		3) Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.			
		4) Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.			
		5) Stakeholders will collaborate to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development.			

2: Separate Academic Indicator

Goal 2: By 2023, River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in writing from 48% in 2018 to 74% as measured by the school report card.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in writing from 48% in 2018 to 53.2% in 2019 as measured by the school report card.	<p>1-Design and Deploy Standards Assure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).</p> <p>2-Design and Deliver Instruction Implement strategies and programs that are highly effective and collaborate to measure their effectiveness on student writing achievement.</p>	<p>1)Collaborate with stakeholders (teachers, administrators, SBDM) to create a writing policy that addresses the current curriculum and is aligned with state standards and expectations.</p> <p>2) Design and implement a school wide writing plan that is aligned with the writing policy and district writing continuum to ensure consistent, high quality writing instruction across all grade levels.</p> <p>3) Implement ongoing collaboration during PLCs and Committee meetings to analyze effectiveness of writing program, calibrate writing scoring, and address barriers to student success in writing development.</p>	<ul style="list-style-type: none"> • Lesson plans reflecting consistent, focused, writing instruction in all grade levels that is aligned with school policy and writing plan. • Student writing samples indicating well developed writing pieces • Increased writing scores on KPREP 	<p>Lesson plans will be monitored and reviewed weekly to ensure writing instruction is being implemented according to school wide writing plan.</p> <p>Student writing samples will be analyzed and scored monthly during committee meetings and PLCs</p>	\$0

3: Gap

Goal 3: By 2023, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 27.3% in 2018 to 63.7% as measured by the school report card.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 28.8% in 2018 to 35.9% as measured by the school report card.	1-Design and Deliver Instruction Systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the standards.	1)Ensure ongoing professional development in the area of best practice instructional strategies to aid in curricular adjustments when students fail to meet mastery. Specific strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students.	<ul style="list-style-type: none"> • RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions. • Formative and Summative assessments to track growth and progress of all students with disabilities group. 	RTI data will be reviewed every 6 weeks.	\$0
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 25.8% in 2018 to 33.2% as measures by the school report card.	2-Design and Deliver Instruction Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students. 3- Design and Deliver Instruction Establish protocols for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified.	2) Ensure that formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities. 3) Plan strategically in the selection of high yield instructional strategy usage within lessons. *Ensure all students are participating in <u>ESSA Evidence Based Practice</u> of Accelerated Reader. 4) Plan for and implement active student engagement strategies aligned with quality instruction indicators and Kagan team initiatives.		Formative and summative data will be reviewed weekly and monthly at PLC meetings	

4: Growth

Goal 5: By 2023, River Ridge Elementary will increase the percentage of students showing growth in MAP for reading from 53.3% to 76.7% and for math from 55.8% to 78% as measured by Measures of Academic Progress (MAP).

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students showing growth in MAP for reading from 53.3% in 2018 to 58% in 2019 as measured by NWEA reports.	1-Design and Deliver Instruction Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards.	1)Continue implementation of a clearly defined RTI schoolwide process with documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks.	<ul style="list-style-type: none"> • MAP data to be reviewed 3 times a year 	Teachers will work with students after each MAP testing session to set goals based on their previous scores. Incentives for growth, achievement, and effort on MAP testing will be in place for students.	\$10000
Objective 2: To increase the percentage of students showing growth in MAP for math from 55.8% in 2018 to 60% in 2019 as measured by NWEA reports.	2-Design and Deliver Instruction Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students (tier 1). 3- Design and Deliver Instruction Establish protocols for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified.	2) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine student progress as well as tiered intervention needs. 3) Ensure curricular discussions and adjustments are part of ongoing PLC discussions and include indicators of the cycle of quality instruction. 4) Born Learning Sessions with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school. 5)Increase collaboration in data analysis and student progress towards mastery, including identification of students in need of intervention supports.			

5: Transition Readiness

Goal 6: By 2023, River Ridge Elementary will increase the percentage of students who are transition ready in grade 5 from 33.1% in 2018 to 66.6% as measured by proficient/distinguished in all areas of Reading, Math, Social Studies, and Writing.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> 6) <u>KCWP 1: Design and Deploy Standards</u> 7) <u>KCWP 2: Design and Deliver Instruction</u> 8) <u>KCWP 3: Design and Deliver Assessment Literacy</u> 9) <u>KCWP 4: Review, Analyze and Apply Data</u> 10) <u>KCWP 5: Design, Align and Deliver Support</u> 11) <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students who are transition ready in grade 5 from 33.1% in 2018 to 39.8% in 2019 as measured by proficient/distinguished in all areas of Reading, Math, Social Studies, and Writing.	<p>1-Design and Deploy Standards Establish a protocol for reviewing and revising the curriculum beyond pacing (how often, who, what is completed, expectation for achievement) specifically in the area of writing.</p> <p>2- Design, Align, and Deliver Support Leadership and teachers will measure the effectiveness of current programs and initiatives implemented in classrooms and the school.</p> <p>3- Establishing Learning Culture and Environment – Behavior systems support and environment where everyone feels safe and wants to learn.</p>	<ol style="list-style-type: none"> 1) Ensure regularly scheduled curriculum meetings to review the alignment between standards, targets, and assessment measures, with heavy focus on writing instruction. 2) Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or PPR learning walk details to ensure high levels of teacher effectiveness and student achievement. 3) Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. 4) Enable students to develop leadership roles within the classroom to aide in decreasing off task behaviors to ensure student safety and discipline in all classrooms. 	<p>Use of faculty meetings, PLC's data analysis meetings, and committee meetings to analyze instructional practices and to create consistency in delivery of standards across grade levels.</p> <p>Intentional focus on lesson plan and PPR walk feedback to address areas of need.</p>	<p>PLCs will take place weekly.</p> <p>Data analysis will be ongoing in weekly team and PLC meetings as well as data meetings every 6 weeks.</p> <p>PPR and Lesson Plan feedback to teachers on a weekly basis.</p>	\$0

November 2018 Closing the Achievement Gap for River Ridge

Phase Three: Closing the Achievement Gap Diagnostic

River Ridge Elementary School

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

Last Modified: 12/12/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

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

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

After analyzing gap trends, we are making progress in closing achievement gaps with our students who receive free/reduced lunch in the areas of math and writing, in addition to our English language learners. Gaps that persist include progress with our students with disabilities in all academic areas.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Our EL student gap group scored 50% P/D in reading, above the state score of 35.5% Our EL student gap group scored 53.7% P/D in math, above the state score of 35.9% Our free and reduced student gap group scored 54.7% P/D in reading, higher than the state average of 45.7% Our free and reduced student gap group scored 54.5% P/D in math, higher than the state average of 39.4% We demonstrated significant growth with our English learner gap group as indicated in proficiency and ranked in the top 10% in the state.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our students with disabilities scored 28.8% P/D in reading, below the state average of 35.2% P/D Our students with disabilities scored 25.8% P/D in math, below the state average of 27.9% P/D

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school's professional development plan includes an abundance of collaborative time for staff members to focus on best instructional practices for reaching all students and closing our

achievement gaps. One day, prior to the start of the school year, was devoted to participation in an educator's conference. Conference sessions were planned by our staff, for our staff, and each teacher had the flexibility to attend sessions most beneficial to him/her. Sessions included, but were not limited to, Closing the Achievement Gap-Strategies, Understanding Autism, Reading in the Primary, 504 vs IEP, Mental Health, Working with an Interpreter, Communication Devices, Expectations for STU/MSD Students, and Using Mindfulness to Improve Instruction. A second day, prior to the school year was spent engaging our teachers in Core Expectations for Quality Instruction and Kagan strategies for engagement. Both Quality Instruction and Kagan strategies were identified as a way to address areas for growth with increasing student engagement, increasing student collaboration, providing meaningful tasks to students, and soliciting responses/products from all student. The aforementioned strategies are intended to strengthen core instruction so that all students receive equitable access to grade level standards. Teachers were also given 6 hours of flexible time to spend on professional development of their choosing based on each of their identified needs. Our PD plan was approved in May, 2018, and our ESS plan was approved in November 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

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

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

The River Ridge Elementary School SBDM Council institutes a CSIP Committee, which meets monthly. Members of the committee include teachers, leaders, and parents. The CSIP is reviewed regularly and this committee conducts implementation and impact checks. The SBDM Council also institutes a Curriculum Committee, a RTI/Closing the Achievement Gap Committee, and an RBTL/PBIS Committee. The work of each committee is focused on ongoing analyzing of student data and processes, identifying and generating solutions to reduce barriers to learning, and discussion and collaboration of programs and instructional practices yielding high results. All committee work is reviewed at monthly SBDM meetings.

III. Planning the Work

Gap Goals

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

To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 28.8% in 2018 to 35.9% as measured by the school report card. To increase our percentage of students with disabilities scoring proficient/distinguished in math from 25.8% in 2018 to 33.2% as measured by the school report card.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

Step 2: Complete your findings and answers.



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

Attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group	Gap group breakdown	I
 Closing the Achievement Gap	Gap goal and objectives	III

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch - 550	56%
Students with Disabilities - 177	18%
English Language Learners - 106	11%
African American - 36	4%
Asian - 83	8%
Hispanic - 70	7%
Hawaiian/Pacific Islander - 10	1%
2 or more races - 74	7%

[illegible]

October 2018 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

River Ridge Elementary School

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

Last Modified: 12/04/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Survey results, stakeholder groups, and school personnel have identified the following processes, practices, and conditions to address for improvement. We will continue our work to increase and improve our resources, with specific focus on technology. Teachers need additional access to appropriate instructional technology including computers, printers, software, student devices, and reliable internet access. These areas should be addressed to ensure that teachers have the opportunity to provide high quality instruction to all students using relevant and rigorous materials that support and enhance student learning. Sufficient access to technology is crucial for students and teachers to prepare students for future careers, enhance collaborative learning, increase student engagement, and transform learning experiences. In addition, as a school, we will continue to focus our efforts on increasing student achievement in all content areas. Instructional practices for improvement include the cycle of quality instruction with specific focus on meaningful engagement. Improving our instructional practices across all content areas to increase meaningful student engagement will provide higher quality instruction to all students, including sub group populations, and will increase student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Stakeholders will include school leadership team, grade level and special area representatives, FRC coordinator, PTO, and Title staff, and district curriculum consultants. Representatives from these groups will participate in a monthly SBDM committee meetings to discuss their roles in this process. Meetings have been scheduled for the 3rd Thursday of every month and an agenda will be sent to all school personnel 24 hours prior to the meeting. Meeting minutes will be shared after the meeting and information will be disseminated to teachers by their grade level committee representatives. The CSIP committee will be responsible for ongoing monitoring of the implementation and effectiveness of school wide efforts. Each month, the committee will complete an implementation and impact check to ensure school improvement efforts are being implemented

and having an impact. A year long plan for technology improvements has been established and will be shared with all staff. All PTO fundraising efforts this year will be focused on purchasing student devices in order to move toward a one to one student/device ratio. All staff will participate in monthly staff meetings and weekly PLCs where ongoing learning and analysis of the cycle of instruction, meaningful engagement, and Kagan structures will occur. Staff to staff observations and feedback will take place, in addition to administrative walk through feedback to monitor effectiveness of these processes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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October 2018 Phase Two: School Safety Report

Phase Two: School Safety Report

River Ridge Elementary School

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

Last Modified: 12/04/2018

Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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October 2018 Phase Two: School Assurances

Phase Two: School Assurances

River Ridge Elementary School

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

Last Modified: 12/04/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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December 2018 Phase Three: Title I Annual Review for River Ridge

Phase Three: Title I Annual Review

River Ridge Elementary School

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

Last Modified: 12/12/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Our needs assessment was effective to identify areas of need. Data sources included MAP, KPrep, Brigance, DIBELS, RI, PI, and intervention progress monitoring data. Needs identified included improvement in Reading, Writing, and Math for sub group populations. The achievement gaps identified were students with disabilities, students who qualify for free and reduced lunch, and students who speak English as a second language. Title I funds were used to hire staff to focus on working with low performing students as well as those students falling into the gap, purchasing Tier I and II instructional materials for remediation, and technology to use with specific instructional programs, such as Read 180, System 44, and iRead, to name a few. The expenditure of funds has proven effective, however, considering our deficits, we continue to seek ways to continue improving our programs and student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Our school wide plan was implemented as written and goals from the CSIP addressed school wide reform strategies. Specific goals included proficiency on KPREP, transition readiness, closing the achievement gap, and overall growth. Title 1 funding was used to address goals by purchasing instructional software programming such as Edmark, Lexia, Read Naturally, and iRead to supplement core instruction in literacy. Strategies were selected to address goals based on research, evidence, and past implementation. The activities, strategies, staffing decisions, professional development opportunities, and resources proved to be effective as we increased student achievement in all content areas as measured by KPREP. Part of the plan was implementation of a revised MTSS/RTI structure to identify students in need of interventions and additional academic support. Ongoing data analysis every 6 weeks to review student progress took place among teachers and administrators. KPREP and ACCESS testing indicated noteworthy growth with our English Learner student population.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We made efforts to improve our parent and family engagement last year in several ways. In close collaboration with our PTO, we implemented several family engagement activities such as Fall Festival, Father/Daughter Dance, and All Pro Dads. In addition, specific programs were planned and designed to increase family engagement including Kindergarten Jumpstart and Kindergarten Academic Night, both intended to orient incoming Kindergarten students and families to the school setting and provide them readiness standards and activities. Me & My School, a six week summer program for incoming Kindergarten students, was also implemented, to help students become more familiar with the school and promote Kindergarten readiness. Born Learning Academy is another program aimed at providing guidance and instruction on preparing children to be ready for school. This program was fully implemented last school year. District personnel was purchased via parent engagement funds to assist with providing services to families via our family resource center. These services included, but are not limited to, EL days, where families of students who speak English as a second language were invited to school to receive support in a variety of areas including enrollment, health care documentation, and lunch forms. All of the above mentioned programs were effective in achieving their intended outcomes and more students were prepared for school. We also formed a Parent Engagement Committee to focus solely on increasing parent involvement across all grade levels and all sub populations. We hosted our first 'Parents as Partners' night this fall to engage parents in conversations with teachers around classroom and academic expectations, as well as to answer questions parents/guardians may have. All above events were determined successful by the number of participants and informal data collected in the form of parent feedback.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We will continue to make ongoing improvements to our parent engagement/involvement through our parent engagement committee. The committee plans to meet once a month to discuss effectiveness of current parent engagement strategies, as well as future events and ways to further engage a greater number of parents in the day to day operations of school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Ongoing data analysis is conducted to determine effectiveness of school wide programs. Data sources include, but are not limited to, KPREP, MAP, ACCESS, RI/PI, Tier 1 Assessments, Progress Monitoring, teacher feedback and input, and parent input, both informal and via SBDM involvement. Data is monitored to determine student progress and make instructional and programming decisions.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Evaluation results indicate success with our current MTSS/RTI model in addressing specific student deficits and increasing student growth in all areas. Our EL student population made significant growth (according to KPREP and ACCESS), as did our students who qualify for free and reduced lunch under this model of strategic interventions. This model did not yield the same results for our students with disabilities; this particular sub group continues to score below proficiency according to KPREP.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

As a result our program evaluation, we have made revisions to our current plan to place more intentional focus on our students with disabilities. Additional PLCs with our special education teachers have been added to closely monitor and analyze student progress data to determine what is working and what is not. Our current PLC structure has been amended to include conversations with general education teachers around strategies that are successful with our students with disabilities, as well as how we are addressing their needs in the general education classroom. Collaborative work with our school district to address this particular area of deficit will continue as well.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

January 2019 Phase Three: Executive Summary for Schools_11092018_08:48

Phase Three: Executive Summary for Schools

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 11/09/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

The Kenton County School District includes eleven elementary schools and has a population of over 14,500 students. Ryland Heights Elementary is one of the southernmost elementary schools in the district. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. Our building was built in 1960 and was renovated in 1994 to add a gym and a media center. It was again renovated in 2005 to add four technology smart classrooms. Growth in the southern part of Kenton County has added several subdivisions to our area which has increased our student population. Ryland Heights Elementary currently has approximately 513 students in grades P-5. Our participation in the 21st Century Learning Grant has enable us to collaborate with the YMCA to offer an after school program that provides academic assistance and enrichment as well as engaging activities for students. Ryland Heights Elementary utilizes a school wide PBIS program to create a positive learning environment for all students. We set high expectations for all students and strive daily to help students reach their fullest potential academically, socially and behaviorally.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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 mission of Ryland Heights Elementary School is to provide a strong foundation of academic, behavioral and social skills that will ensure students are prepared for a successful transition to middle school. We believe that all students can learn and grow daily, and we strive to have high expectations and provide rigorous learning opportunities for all students. We also believe that all students are unique and learn differently; therefore, we provide a variety of opportunities for needs based instruction and interventions to meet students where they are and help them learn and grow. In order to help students achieve their fullest potential, we believe that a partnership among parents & guardians, educators, students, and the community is key.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

On the 2017-2018 KPREP assessments, Ryland Heights Elementary scored above the state average in both reading and math for all students, with 72.81% of 5th grade students reaching proficiency in reading. In addition, our 5th grade On-Demand Writing scores fell in the top 18% of

the state and our 5th grade Social Studies scores fell in the top 25% of the state with 68.93% of students scoring proficient or distinguished on the Social Studies KPREP assessment. Ryland's Growth index fell above the state in both Combined Growth Index and Math Growth Index. There is still much room for improvement with regards to the achievement of our students with disabilities. 75% of students with disabilities fell below proficiency in reading on the 2017-2018 KPREP assessment, and 78.81% of students with disabilities fell below proficiency on the 2017-2018 Math KPREP assessment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

At Ryland Heights Elementary School, we know that the key to student success is holding high expectations for all students and providing them with a rigorous and engaging learning opportunity each and every day. Creating a love for learning within students and pushing them to reach their fullest potential will enable us to prepare students for the transition to middle school and all opportunities that come their way throughout their educational career and beyond.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**November 1, 2018 Phase Two: The Needs Assessment for
Schools_10122018_08:30**

Phase Two: The Needs Assessment for Schools

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 10/21/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

School data is reviewed on a continuous basis. KPREP data is reviewed with all faculty members during an after school PD session and it is reviewed with SBDM council during the first monthly meeting once data is released. MAP data is also reviewed with SBDM Council during appropriate monthly meetings, and it is reviewed with teachers during weekly PLC's and specified RTI meetings three times a year. In addition to KPREP and MAP data, Brigance, iRead, Read 180, System 44, RTA and other small group intervention data is reviewed regularly through PLC's and during school MTSS meetings. Data regarding progress of special education students is reviewed weekly during special education PLC's.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 61.45% of All Students scored proficient or distinguished on 17-18 KPREP Reading -- 25% of Students with Disabilities scored proficient or distinguished on 17-18 KPREP Reading -- 55.27 % of All Students Scored proficient or distinguished on 17-18 KPREP Math -- 21.15% of Students with Disabilities scored proficient or distinguished on 17-18 KPREP Math -- 27.55 % of All Students reached proficiency on the 17-18 Science KPREP test -- 68.93% of All Students reached proficiency on the 17-18 Social Studies KPREP Assessment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

--75% of students in the disability category fell below proficiency on the KPREP test in reading as opposed to 38.5% when looking at all students. --78.8% of students in the disability category fell below proficiency on the KPREP test in math as opposed to 44.79% when looking at all students.

--75% of students in the disability category fell below proficiency on the KPREP writing on demand as opposed to 41.75% when looking at all students. --81.25% of students in the disability category fell below proficiency on the KPREP test in Social Studies as opposed to 31.07% when looking at all students. --72.45% of all students fell below proficiency on the KPREP test in Science with 96% of Students with Disabilities falling below proficiency on the KPREP Science test.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

When looking at KPREP data from 2015-16, 2016-17 and 2017-2018, proficiency for students with disabilities has continued to be an area for improvement. Ryland Heights Elementary has been determined a TSI school in the area of Students with Disabilities, based on 17-18 KPREP scores. Similarly, in 15-16 there was a significant discrepancy in reading proficiency when comparing All Students (66.9% proficiency) to Students with Disabilities (17.4% proficiency). In 16/17 that discrepancy continued with All Students at 60% reading proficiency and Students with Disabilities at only 18% reading proficiency. That discrepancy is also evident in KPREP Math Proficiency with 15-16 scores indicating 56.8% math proficiency for All Students and only 13% math proficiency for Students with Disabilities. 16-17 KPREP Math Proficiency Scores showed 50.5% of All Students reaching math proficiency while only 12% of Students with Disabilities scored in the proficient range.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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](#)

-- All teachers follow the district timeline or a SBDM approved adjustment of that timeline to ensure all standards are covered for all students. Pacing is monitored weekly through PLC discussions, lesson plan checks and learning walks. -- Weekly PLC discussions, review of lesson plans and learning walks are used to determine that instruction delivered meets the intent of adopted standards. --- School staff receive ongoing professional development regarding the cycle of quality instruction. Areas addressed during training sessions include 1) Ensuring students are exposed to appropriate, standards based tasks/text/problems 2) Substantive interaction occurs for all students and yield a product that provides information enabling teachers to adapt instruction 3) Effective methods of collaborations that enable students to process their thinking and provide teachers with insight into needed instructional adjustments. ---Teachers and school leaders utilize MAP assessment data to assist in determination of student needs as well as areas of improvement for Tier 1 instruction. ---Students are given regular assessments focused on recent standards to determine instructional needs such as reteaching, flash backs, wrong answer analysis and other methods for standard clarification based on assessment data. --PLC's focus on data as well as intentional instructional strategies to improve student achievement and meet individual student needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

--18.9% of All 3rd grade students scored novice on the reading KPREP in 17/18 which was down from 31% novice in 3rd grade reading on 16/17 KPREP -- KPREP Reading Proficiency for All 3rd Grade Students increased to 58% in 17/18 from 49% in 16/17 -- 56.4% of all 4th Grade Students reached proficiency in reading on 16/17 KPREP while that class of students scored 72.8% proficiency in reading as 5th grade students on the 17/18 KPREP assessment -- Math scores from the 17/18 KPREP indicates that 59.46% of All 3rd Grade Students reached proficiency. This was an increase from 40% of All 3rd Grade Students who reached math proficiency on the 16/17 KPREP assessment. -- 47.5% of all 4th Grade Students reached proficiency in math on 16/17 KPREP while that class of students scored 63.11% proficiency in math as 5th grade students on the 17/18 KPREP assessment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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January 2019 Phase Three: Comprehensive Improvement Plan for Schools_10272018_22:52

Phase Three: Comprehensive Improvement Plan for Schools

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 12/03/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



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

See attachments

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 December 2018 Goal Builder	December 2018 Goal Builder	
 Evidence Based Intervention Report R180	Evidence Based Intervention Report R180	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the combined reading and math KPREP proficiency scores from 58.4% in 2018 to 77.7% in 2023 as measured by school report card proficiency data.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>Increase the reading proficiency scores from 61.5% in 2018 to 65.4% by 2019 as measured by KPREP.</p>	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi Tiered System of Support meetings that focus on students needing addition supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments	N/A
		Plan for and implement active student engagement strategies.	PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observations	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Mastery Connect data indicating standards mastery for grades 3-5, MAP Data, Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress	N/A
		Use classroom assessments to inform teacher's instructional decisions.	Mastery Connect data indicating standards mastery for grades 3-5, MAP Data, Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth	N/A
Objective 2: Increase the math proficiency scores from 55.3% in 2018 to 59.2% by 2019 as measured by KRPEP.	KCWP 2: Design and Deliver Instruction	Provide ongoing professional development in the area of best practice/high yield instructional strategies and utilize the strategies learned to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data and Utilization of MAP data to determine student growth and achievement.	Weekly PLC's to review student achievement data, Multi Tiered System of Support meetings that focus on students needing addition supports, In-depth RTI meetings to determine student needs following winter MAP assessments	N/A
		Plan for and implement active student engagement strategies.	PLC's, Students Achievement Data, Teacher Lesson Data	Monthly classroom learning walks and scheduled formal observations	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Mastery Connect data indicating standards mastery for grades 3-5, MAP Data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data 3 following each assessment to determine student progress	N/A
		Use classroom assessments to inform teacher's instructional decisions.	Data analysis tools in grades K-2, and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following assessment windows to determine student growth	N/A

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the NAPD index for separate academic indicator from 73.5 in 2018 to 86.75 in 2023 as measured by school report card proficiency data..

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 To increase the science KPREP proficiency from 27.55% in 2018 to 34.8% in 2019	KCWP 1: Design and Deploy Standards	•Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Weekly PLC discussions regarding student progress on science assessments. Weekly discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness	N/A
		•Ensure that all users of assessment data use information to benefit student learning.	Discussion of plan to address areas of weakness as seen on weekly assessments.	PLC's following science assessments	N/A
					N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	<p>Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs</p> <p>Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding</p>	<p>Monthly classroom walks, formal observations and weekly review of teacher lesson plans</p> <p>Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.</p>	N/A
Objective 2 To increase the social studies KPREP proficiency from 68.93% in 2018 to 72.04% in 2019	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Ensure that all users of assessment data use information to benefit student learning. 	<p>Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding</p> <p>Discussion of plan to address areas of weakness as seen on weekly assessments.</p>	<p>Weekly PLC discussions regarding student progress on science assessments. Discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness</p> <p>PLC's following social studies assessments</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	<p>Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs</p> <p>Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding</p>	<p>Monthly classroom walks, formal observations and teacher lesson plans</p> <p>Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.</p>	N/A
Objective 3 To increase the writing KPREP proficiency from 58.25%% in 2018 to 62.43% in 2019	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery • Ensure that instructional 	<p>Vertical alignment of the writing plan across all grade levels with consistent implementation</p> <p>Increase in effective use of formative assessments in the</p>	<p>Monthly Writing Committee discussion, evidence in teacher lesson plans</p> <p>Monthly classroom walks, formal observations and teacher lesson plans</p>	<p>N/A</p> <p>N/A</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>modifications are made based upon the immediate feedback gained from formative assessments</p> <p>• Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>classroom and utilization of appropriate strategies to meet instructional needs</p> <p>Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding</p>	<p>Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.</p>	N/A

3: Gap

Goal 3 (State your Gap goal): Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 To increase the combined reading and math KPREP proficiency for students with disabilities from 23.1% in 2018 to 30.79% in 2019	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	<p>Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress</p> <p>Regular Education and Special Education PLC's,</p>	<p>**TSI Evidence Based Strategy with utilization of Read 180 program. Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments</p>	<p>N/A</p> <p>N/A</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> • Plan for and implement active student engagement strategies. 	Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observations	N/A
		<ul style="list-style-type: none"> • Develop a tracking system for monitoring of student achievement progress by learning target and by standard. 	Mastery Connect data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data.	N/A
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Use classroom assessments to inform teacher's instructional decisions. 	Mastery Connect data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
		<ul style="list-style-type: none"> • Assure that attendance issues are rectified as to not pose an interference 	Increase in student attendance rate and decrease in		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 6: Establishing Learning Culture and Environment	<p>with the educational process of students</p> <ul style="list-style-type: none"> • Assure consideration and addressment of non-academic barriers to learning. • Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. 	<p>percentage of students identified as chronically absent</p> <p>Increase in student achievement through effectively identifying and addressing individual needs and barriers.</p> <p>Decrease in student misbehavior, increase in student academic performance</p>	<p>Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent</p> <p>Implementation of Social Emotional Learning Curriculum, Choose Love with all grades, participation of students in school based therapy to address non-academic barriers</p> <p>Clear expectations for students based on school wide expectations, individualized behavior plans for students with Tier 2 and Tier 3 behavior needs in the MTSS pyramid</p>	N/A

5: Growth

Goal 5 (State your Growth goal): By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 53.77% in spring of 2018 to 72.9%; and for math from 53.29% in Spring 2018 to 68.3%.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>Increase the percentage of all students showing growth in MAP for reading from 53.77% in spring 2018 to 56.64% in spring 2019, and growth in MAP for math from 53.29% in spring 2018 to 57% in spring 2019.</p>	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks 	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Develop a protocol and monitoring/documentation 	Progress monitoring,	MTSS Committee Meetings to review progress and adjustments	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP4: Review, Analyze and Apply Data	<p>tool for tiered intervention movement considerations</p> <p>•Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	Classroom Assessment Data	needed for students with regards to interventions.	N/A
		<p>•Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress</p> <p>MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessments</p>	<p>**TSI Evidence Based Strategy with utilization of Read 180 program. Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments</p> <p>Weekly PLC's and MTSS Committee Meetings</p>	N/A

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2022, Ryland Heights Elementary will increase the percentage of students transition ready in grade 5 from 38.83% in 2018 to 74.48% as measured by P/D in all areas of Reading, Math, Social Studies and Writing.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students transition ready in grade 5 from 38.83% in 2018 to 59.16% in 2019	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks 	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Develop a protocol and monitoring/documentation 		MTSS Committee Meetings to review progress and adjustments	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP4: Review, Analyze and Apply Data	<p>tool for tiered intervention movement considerations</p> <p>•Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>•Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Progress monitoring, Classroom Assessment Data</p> <p>Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress</p> <p>MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessment</p>	<p>needed for students with regards to interventions.</p> <p>**TSI Evidence Based Strategy with utilization of Read 180 program. Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments</p> <p>Weekly PLC's and MTSS Committee Meetings</p>	<p>N/A</p> <p>N/A</p>

**January 2019 Phase Three: Closing the Achievement Gap
Diagnostic_11092018_08:47**

Phase Three: Closing the Achievement Gap Diagnostic

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 12/07/2018

Status: Open

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I. Achievement Gap Group Identification 3

II. Achievement Gap Analysis 4

III. Planning the Work 6

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

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

See attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Ryland Elementary staff work to ensure that all students are learning and growing at their highest potential regardless of race, ethnicity, disability and SES.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The main gap students for Ryland Elementary are Free & Reduced as well as Students with Disabilities. Although there is still room for improvement, we have shown progress with regards to our Free and Reduced population with 51.1% reaching proficiency in reading on the 2018 KPREP Reading Assessment and 46% reaching proficiency in math on the 2018 KPREP Math Assessment. We continue to struggle to improve in the area of Students with Disabilities. We have been labeled a TSI school for this area.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Although there is still room for improvement, we have shown progress with regards to our Free and Reduced population with 51.1% reaching proficiency in reading on the 2018 KPREP Reading Assessment which was an increase from 48.4% in 2017. In addition, 46% of free and reduced lunch students reached proficiency in math on the 2018 KPREP Math Assessment which was an increase from 32.0% in 2017.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We continue to struggle to see improvement for our students with disabilities. We have been labeled a TSI school in this area with only 25% of students with disabilities reaching proficiency in the area of reading on the 2018 KPREP Assessment which was a slight increase from 23.1% in 2017. Although we did show increase in proficiency with regards to math on the 2018 KPREP Math Assessment, we continue to have 40% of students with disabilities fell at the novice performance category.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development will include ongoing training on the cycle of quality instruction and scaffolding instruction to ensure all students are mastering the standards. Teachers will also receive embedded PD on the standards and creating interim standards based assessments that will provide opportunities to determine student strengths as well as areas for intentional reteaching and growth. Teachers will continue to receive training on effective engagement strategies and how to create and implement tasks that are highly cognitively engagement for all students. Our ESS plan relates to providing summer learning opportunities in partnership with the 21st Century Grant and after school homework help in targeted areas with support from the 21st Century Program as well. Ryland's PD plan was approved in May 2018 and our ESS plan was approved in November 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

We continue to implement professional development opportunities to increase teachers utilization of effective instructional strategies and strengthen Tier 1 instruction.

G. 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.

Assessment data is reviewed with teachers regularly. We have implemented an intentional tracking process for students with disabilities and review data weekly within special education PLC meetings.

III. Planning the Work

Gap Goals

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

Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data. -- To increase the combined reading and math KPREP proficiency for students with disabilities from 23.1% in 2018 to 30.79% in 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goals	Gap Goals, Strategies and Activities	III
 Identification of Gap Groups	Gap Group Listings	I

Measurable Gap Goal	Strategy Chosen to Address Goal	Activities Chosen to Implement Strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<i>Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data.</i>	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	School Level Administration	Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Plan for and implement active student engagement strategies. 	School Level Administration	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> • Develop a tracking system for monitoring of student achievement progress by learning target and by standard. 	School Level Administration, Lead Special Education Teacher, Classroom Teachers and Interventionists	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
			School Level Administration, Lead	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment	

KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> • Use classroom assessments to inform teacher's instructional decisions. 	Administration, Lead Special Education Teacher, Classroom Teachers and Interventionists	Following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Assure that attendance issues are rectified as to not pose an interference with the educational process of students 	Assistant Principal and FRC Coordinator	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Assure consideration and addressment of non-academic barriers to learning. 	School Admin Team	Implementation of Social Emotional Learning Curriculum, Choose Love with all grades, participation of students in school based therapy to address non-academic barriers	N/A
KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. 	School Admin Team	Clear expectations for students based on school wide expectations, individualized behavior plans for students with Tier 2 and Tier 3 behavior needs in the MTSS pyramid	N/A

Gap Group/Total number of students	Percentage of Total School Population
African American/ 10	1.87%
Asian/4	0.75%
Hispanic/16	2.99%
Native Hawaiian Pacific Islander/2	0.37%
Two or More Races/22	4.11%
English Learners/7	1.31%
Free or Reduced Price Meals/215	40.19%
Students with Disabilities/101	18.88%

October 2018 Phase One: Continuous Improvement Diagnostic_09242018_20:55

Phase One: Continuous Improvement Diagnostic

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 09/30/2018

Status: Open

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Continuous Improvement Diagnostic 3
ATTACHMENT SUMMARY 4

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Using assessment data such as KPREP and MAP, as well as school surveys that indicate areas for teacher growth based on the Quality of Instruction Cycle, we will focus on improvement in the areas of both reading and math proficiency across all students, with a focus on strategies for students with disabilities. Our 2018 KPREP overall proficiency score fell at a 76.5 and, although we have made growth, we still have room for improvement in reading and math proficiency. Although our proficiency score for all students was a 76.5, the proficiency for our students with disabilities was significantly lower at only 42.6 making Ryland Elementary a TSI school. In both reading and math, over 40% of students with disabilities scored in the Novice range. This area will definitely be an area addressed. Throughout the year we will have ongoing weekly PLC's to address instructional needs. In addition to weekly PLC's, we will have faculty meetings and a minimum of an additional 6 hours of professional development that revolves around quality instruction. These training will include meaningful engagement, accountable talk, collaborative learning and formative assessment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Stakeholders will be involved in the process through surveys, giving their input through involvement in SBDM meetings and committees. School committee members will be chosen based on individual choice as well as an individuals area of strength with each grade level represented. SBDM meetings and committee meetings will be held monthly, and school committees will report regarding their area of focus to the remaining school staff during grade level common planning times.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 1, 2018 Phase Two: School Safety Report_10122018_09:12

Phase Two: School Safety Report

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 10/24/2018

Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, Ryland's SBDM Council has adopted an emergency plan in accordance with the Kenton County School District's Board policy and in compliance with specifications in KRS 158.162(3).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes, we have provided a copy of our emergency plan to our District Safety Coordinator who provides all information to first responders.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes, we ensure that all classrooms have appropriate evacuation routes posted by the doorway.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes, each classroom has severe weather safe zones posted in each room.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Since Ryland Heights Elementary has a new principal, counselor and plant manager, the safety plan was recently reviewed on October 11, 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, the safety plan was discussed with all staff members on opening day, August 13, 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, all drills were conducted as required by KRS 158.162(4) and documented.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, all drills were completed as required in January of 2018. January 3, 2:00PM - Fire Drill
January 4, 9:00AM - Severe Weather January 18, 9:00 AM - Earthquake January 18, 9:10 AM-
Lockdown

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 1, 2018 Phase Two: School Assurances_10122018_09:01

Phase Two: School Assurances

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 10/12/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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January 2019 Phase Three: Title I Annual Review_11092018_10:04

Phase Three: Title I Annual Review

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 12/03/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

KPREP, MAP and Brigance data was used to conduct the Needs Assessment. There is a need for growth in both reading and math with 38.5% of all 3rd -5th grade students falling below proficiency in the area of reading on the 2018 KPREP Reading Assessment and 44.4% of all 3rd -5th grade students falling below proficiency in the area of math as assessed on the 2018 KPREP assessment. The data also shows the performance level of our students with disabilities population is a major concern.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The schoolwide plan was implemented as written. CSIP goals that addressed areas of concern include focus on reading instruction - implementation of the iRead program and focus on math - implementation of the STMath program. Title Funds purchased the iRead program and assisted in the funding of an interventionist at the intermediate level to assist with both reading and math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We provide many opportunities to include parents in the educational process of their students. Parents are invited with students to attend our beginning of the year open house where they can meet their teachers and get any needed information about the upcoming school year. We offer All Pro Dad's Breakfast for our fathers and male role models to attend a breakfast with their child(ren). Additionally, we have a large percentage of parents that attend our parent/teacher conferences to discuss student progress and areas of concern. Parents are also invited to an evening opportunity to view and purchase items from the school book fair. Families are invited to participate in our fall Treat and Eat to increase school and home relationships. Literacy events are offered multiple times throughout the year in the evenings for families to attend both on and off school campus. We also offer a program for our families who have relatives raising children that meets monthly throughout the year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

While we have many relatives raising children, we do not have a large turn out for our Super Families Program that addresses these families. I would like to see us broaden this program to include more families in the upcoming year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We utilize a variety of data to determine student needs and progress within the title 1 program. Brigance, RI, PI, MAP, KPREP, DIBELS, teacher administered assessments and progress monitoring data from Tier 2 and Tier 3 intervention

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

We continue to revise interventions and intentional review of progress data to increase the effectiveness of our programs. The effectiveness of programs varies at times based on the student groups throughout the year. For students that are lacking progress on specific programs, additional interventions are put in place to help students achieve success.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We will continue to implement current programs with a focus on finding additional math interventions for students in our tier 2 and tier 3 interventions.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18.19 TM CSIP Phase Three: Executive Summary for Schools_11092018_09:06

Phase Three: Executive Summary for Schools

Taylor Mill Elementary School

Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018

Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

Taylor Mill Elementary, a Title 1 school, is home to 600 students in the heart of Northern Kentucky. We provide instruction to preschool through fifth grade. Our school vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." Our staff is excited to recognize one Nationally Board Certified Teacher, and 100% of our teaching staff qualifies as "Highly Qualified". Additionally, we have fifteen Google certified teachers. Students receive a rigorous core curriculum throughout the day that is tied to the Kentucky Core Academic Standards. This rigorous core instruction is supported by research-based interventions including Read 180, System 44, iRead, Read to Achieve, enVision Math, ST Math and Compass Learning. Core math, ELA, science, and social studies is combined with art, music/drama, library, computer lab, and PE to make up our daily schedule. All students in grade K-5 are assessed using Measures of Academic Progress (MAP). Positive behavior programs and PBIS procedures encourage our students to "ROAR" each day in all settings--Respect yourself, Others matter, Always do your best, and Responsibility counts! Our school is one of two Energy Bus Schools in the state of Kentucky. As an Energy Bus School our students focus seven principles that focus on character education.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our recently adopted vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." The faculty and staff at Taylor Mill are focused on living out our shared vision along with our school wide instructional priorities. There is a focus on developing teachers as leaders both within Taylor Mill, in our community and among the educational community abroad. Our commitment to meeting our learners' academic, social, and emotional needs and ensuring that all of our students succeed is at our core.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

At Taylor Mill, we are celebrating our successes while looking to the future with a goal of being a five-star school. Over the past three years, Taylor Mill has had a plethora of experiences offered to our students. Our Academic Team has finished first in the District Governor's Cup and Quick

Recall has placed third in the Kenton County Academic Challenge. We also have had a number of individual winners at the local and state levels of the Kenton County Spelling Bee, National Geographic Bee, PTA Reflections Contest, and Governors Cup, Presidential Awards for Academic Excellence. At Taylor Mill, students have the opportunity to participate in the following programs: Governor's Cup/Academic Team competitions, Literacy Night, Odyssey of the Mind, Continental Mathematics League, Student Council, Intramural Sports, STLP, Boy/Girl Scouts, Fourth and Fifth Grade Chorus, Elementary Basketball League, Bowling, Volleyball, Energy-Wise Team, After-School Art, Honor Choir, Girls on the Run, and Student Technology Leadership Program. Student recognition includes the Honor Roll, Tiger of the Week, Reading Counts, School Wide Spelling Bee, Fifth Grade Recognition, Birthday Recognition, Perfect Attendance, and the KPREP Testing Recognition Assembly. One day each month our students participate in club day. Each teacher coordinates a club around one of their interests such as yoga, BreakOut.Edu, #TMRocks, guitar and many more. Students choose their club via a Google form. Our students continue to show growth in math achievement. Areas we want to continue improvement include: reading, writing, social studies, novice reduction in math and reading, proficiency and growth for students with disabilities as well as continued work on rigorous tier I instruction to all students. Our daily schedule includes core instructional time along with WIN, What I Need, time where students receive remedial or accelerated instruction in math and reading depending on what each student needs. Our instructional focuses this year include student product analysis with a continued increase in the rigor of meaningful tasks and the implementation of a common formative assessment system.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18.19 TM Phase Two: The Needs Assessment for Schools_10282018_20:47

Phase Two: The Needs Assessment for Schools

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018
Status: Locked

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

At Taylor Mill Elementary, our SBDM Council, Teacher Leader team, and entire staff is involved in reviewing, analyzing and applying data results. We analyze initial results, then dig deeper with disaggregated data and decide on strategies and next steps depending on the data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 74.0 Proficiency Indicator on 2017-18 KPREP -53.2% of all students P/D on 17-18 Reading KPREP -25% of students with disabilities P/D on 17-18 Reading KPREP -55.6% of all students P/D on 17-18 Math KPREP -25% of students with disabilities P/D on 17-18 Math KPREP -63.3 Separate Academic Indicator on 2017-18 KPREP -17.5 Growth Indicator on 2017-18 KPREP

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

According to 2017-18 KPREP, while we are above the state average for Proficiency Indicator, at 74, we are still below the district average of 80.9. This trend is also reflected in our gap scores.. The overall Non-Duplicated Gap Group continues to be a focus for us with priority areas in F/R Lunch and Disability.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

We continue to focus on overall achievement while our Gap scores (both novice reduction and non-duplicated gap) remain a focus. Our highest populations and highest priorities still tend to be our F/R and disability groups.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 continue work we began over the last two years, including work in our PLCs, faculty meetings, team planning days, and work with the our curriculum consultant team to review, refine, and provide necessary supports. The areas we will focus on include core instruction - ensuring effective use of learning targets, student engagement, formative assessment, and quality student product. This year, we will also implement a school-wide common formative assessment system to include processes that use evidence-based teacher reflections and individual student follow-up on grade-level content. We continue our work on our school-wide RTI system to systematically analyze data to inform research-based interventions are in place for every single student who is below grade level in reading or math. We will also continue our focus on our culture which includes high expectations where positive relationships are valued.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

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

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

In KPREP Achievement, our 5th grade math P/D% increased from 2017 (56.7) to 2018 (66.0). 4th grade overall GAP math P/D% increased from 2017 (41.8) to 2018 (47.1), and 5th grade overall GAP math P/D% increased from 2017 (44.9) to 2018 (51.9). In KPREP Achievement, our 4th grade P/D% increased from 2017 (51.6) to 2018 (52.7). 4th grade overall GAP reading P/D% increased from 2017 (32.7) to 2018 (47.1),

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**18.19 TM CSIP Phase Three: Comprehensive Improvement Plan for
Schools_11092018_09:04**

Phase Three: Comprehensive Improvement Plan for Schools

Taylor Mill Elementary School

Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018
Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



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

See attachment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18.19 TM CSIP Goal Builder	18.19 TM CSIP Goal Builder	
 R180	R180	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 We will collaborate to increase the average combined reading and math KPREP Proficiency scores

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- 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

Which **Activities** will the district deploy based on the strategy chosen? (*The links to the Key Core Work Processes activity may be a helpful resource. Provide a brief explanation of the activity.*)

- KCWP1: Design and Deploy Standards Classroom
- KCWP2: Design and Deliver Instruction Classroom
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom
- KCWP5: Design, Align and Deliver Support Classroom
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 54.4% in 2018 to 59.0% in 2019 as measured by KPREP scores.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Weekly, ongoing, job-embedded PD Admin, Teachers	\$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival	Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	at standards mastery.			
		Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Schoolwide data dashboard, Schoolwide RTI process	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Admin, Curriculum Consultant, Teachers	\$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Weekly, ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> 	Create formative and summative assessments that are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student.	Schoolwide data dashboard, Schoolwide RTI process, School-wide Common Formative Assessment reflection process	Release days for vertical teams for assessment development, revision and implementation planning	\$3000 SBDM

2: Separate Academic Indicator

Goal 2 We will collaborate to increase the average combined science, social studies, and writing KPREP Pr measured by school report card delivery target.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- 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

Which **Activities** will the district deploy based on the strategy chosen? (*The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.*)

- KCWP1: Design and Deploy Standards Classroom
- KCWP2: Design and Deliver Instruction Classroom
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom
- KCWP5: Design, Align and Deliver Support Classroom
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 40.4% in 2018 to 46.4% in 2019 as measured by school report card delivery target.	• <u>KCWP 2: Design and Deliver Instruction</u>	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Teachers	\$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and	Analysis of student work during weekly PLCs along with development and revision of school-wide vertical alignment (writing program.)	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		arrival at standards mastery.			
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Weekly, ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0

3: Gap

Goal 3 We will collaborate to increase the average combined reading and math KPREP Proficiency scores measured by KPREP scores.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy chosen? *(The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)*

- KCWP1: Design and Deploy Standards Classroom
- KCWP2: Design and Deliver Instruction Classroom
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom
- KCWP5: Design, Align and Deliver Support Classroom
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 25% in 2018 to 32.5% in 2019 as measured by KPREP scores.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	Weekly, ongoing, job-embedded PD Admin, Teachers	\$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection with collaboration between general education and special education teachers.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align and Deliver Support</u> 	Ensure that vertical curriculum mapping is occurring to identify instructional gaps,	Analysis of student work during PLCs along with development and revision of school-wide	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	vertical alignment.	Consultant, Teachers	
		Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Schoolwide data dashboard, Schoolwide RTI process	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Admin, Curriculum Consultant, Teachers	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Weekly PLCs - Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	<ul style="list-style-type: none"> • TSI Strategy: Implementation of R180 program Develop a clearly defined RtI school/district- 	R180 progress monitoring and MAP benchmark data	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.		Admin, Curriculum Consultant, Teachers	
	<ul style="list-style-type: none"> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> 	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	Weekly, ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Create formative and summative assessments that are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student.	Schoolwide data dashboard, Schoolwide RTI process, School-wide Common Formative Assessment reflection process. Specific reflection focused on needs of students with disabilities.	Release days for vertical teams for assessment development, revision and implementation planning	\$3000 SBDM

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. Enable students to develop leadership roles within the classroom. Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc	Energy Bus School Student Support Team	Daily, ongoing character ed program that reduces physical and mental health barriers to learning and leadership development Biweekly SST meetings Admin, FRYSC, District Support Staff, Curriculum Consultant, Teachers	\$3500 PTA funded

5: Growth

Goal 5 We will collaborate to increase the average combined reading and math % of students showing typical as measured by school MAP assessment data.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- 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

Which **Activities** will the district deploy based on the strategy chosen? (*The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.*)

- KCWP1: Design and Deploy Standards Classroom
- KCWP2: Design and Deliver Instruction Classroom
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom
- KCWP5: Design, Align and Deliver Support Classroom
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 53.6% in 2018 to 59.0% in 2019 as measured by school MAP assessment data.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Teachers	\$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Student work analysis process through PLCs with emphasis on increasing rigor.	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align</u> 	Ensure that vertical	Analysis of student work during PLCs	Ongoing, job-embedded PD	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<u>and Deliver Support</u>	curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	along with development and revision of school-wide vertical alignment.	Admin, Curriculum Consultant, Teachers	
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0

6: Transition Readiness

Goal 6 We will collaborate to increase the % of 5th grade students who are transition ready from 39.62% in 2018 to 51.696% in 2019 as measured by 5th graders who are proficient in each area of KPREP scores including math, reading, social studies and on-demand writing.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy chosen? *(The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)*

- KCWP1: Design and Deploy Standards Classroom
- KCWP2: Design and Deliver Instruction Classroom
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 We will collaborate to increase the % of 5 th grade students who are transition ready from 27.66% in 2018 to 51.696% in 2019 as measured by 5 th graders who are proficient in each area of KPREP scores including math, reading, social studies and on-demand writing.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices, weekly staff insides, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Teachers	\$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w reflection	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align and Deliver Support</u> 	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Schoolwide data dashboard, Schoolwide RTI process	Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Admin, Curriculum Consultant, Teachers	\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
	<ul style="list-style-type: none"> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> 	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback	Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers	\$0
		Create formative and summative assessments that	Schoolwide data dashboard, Schoolwide	Release days for vertical teams for assessment	\$3000 SBDM

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student.	RTI process, School-wide Common Formative Assessment reflection process	development, revision and implementation planning	

**18.19 TM CSIP Phase Three: Closing the Achievement Gap
Diagnostic_11092018_09:05**

Phase Three: Closing the Achievement Gap Diagnostic

Taylor Mill Elementary School

Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

**Last Modified: 12/18/2018
Status: Locked**

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

We continue to cultivate a culture of high expectations for ALL students while ensuring that we have the correct supports in place in order to meet the individual needs of each student.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

From 2017-18, the number of reading novice increased for students with disabilities (37.8 in 2017 to 41.7 in 2018) and the % P/D decreased (29.7 in 2017 to 25% in 2018). The number of reading novice increased for students with free/reduced lunch (20 in 2017 to 21.7 in 2018) and the % P/D decreased (50 in 2017 to 42.7 in 2018). From 2017-18, the number of math novice decreased for students with disabilities (51.4 in 2017 to 44.4 in 2018) and the % P/D increased (16.2 in 2017 to 25 in 2018). The number of math novice decreased for students with free/reduced lunch (22.7 in 2017 to 21.1 in 2018) and the % P/D decreased (44.7 in 2017 to 44.1 in 2018).

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Overall, we have shown improvements in the area of math proficiency for students with disabilities and students with free and reduced lunch. From 2017-18, the number of math novice decreased for students with disabilities (51.4 in 2017 to 44.4 in 2018) and the % P/D increased (16.2 in 2017 to 25 in 2018). The number of math novice decreased for students with free/reduced lunch (22.7 in 2017 to 21.1 in 2018) and the % P/D decreased (44.7 in 2017 to 44.1 in 2018).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Overall, we still need improvements in the area of math proficiency for students with disabilities and students with free and reduced lunch and have regressed in the area of reading proficiency for students with disabilities and students with free and reduced lunch. From 2017-18, the number of reading novice increased for students with disabilities (37.8 in 2017 to 41.7 in 2018) and the % P/D decreased (29.7 in 2017 to 25% in 2018). The number of reading novice increased for students with free/reduced lunch (20 in 2017 to 21.7 in 2018) and the % P/D decreased (50 in 2017 to 42.7 in 2018).

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

In our professional development plan, we continue to address research-based high-yield instructional best practices for core instruction to ensure that all students have access to rigorous, grade-level instruction. This includes intentional professional development that includes weekly, job-embedded structures (PLCs, faculty PD sessions, walkthrough feedback). We also continue to address assessment and data literacy for teachers to support our school-wide RTI model. Specifically, we are designing, implementing, and analyzing bi-weekly common formative assessments to improve our assessment system. PD was approved May 2018 and ESS in November 2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

We continue to improve our RTI model to include all Tier 2 and 3 students in a systematic, intentional way. We also now have a schoolwide data tracking system that helps ensure we have longitudinal data along with real time progress monitoring data. Additionally, we are designing, implementing, and analyzing bi-weekly common formative assessments to improve our assessment system.

G. 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.

We have a continuous improvement model that includes all stakeholders and PLCs, SBDM, committees. The administrative team (principal, assistant principal, counselor), FRYSC, district support staff, SBDM, teacher leader teams, task groups.

III. Planning the Work

Gap Goals

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).

We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 25% in 2018 to 62.5% in 2023 as measured by KPREP scores.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18.19 TM CSIP Achievement Gap Group Identification	18.19 TM CSIP Achievement Gap Group Identification	I
 18.19 TM CSIP Measurable Gap Goal	8.19 TM CSIP Measurable Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
African American/22	3.58%
Asian/7	1.14%
Hispanic/28	4.56%
Two or More Races/33	5.37%
English Learners/16	2.61%
Free or Reduced Price Meals/274	44.63%
Students with Disabilities/114	18.57%

Measurable Gap Goal	Strategy Chosen to address goal
<p>We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 25% in 2018 to 62.5% in 2023 as measured by KPREP scores. (Objective: We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 25% in 2018 to 32.5% in 2019 as measured by KPREP scores.)</p>	<p>KCWP 2: Design and Deliver Instruction</p>
	<p>KCWP 5: Design, Align and Deliver Support</p>

KCWP3: Design and
Deliver Assessment
Literacy Classroom Activi

KCWP 6: Establishing
Learning Culture and
Environment

Activities chosen to implement strategy	Person Accountable
Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Admin, Teachers
Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Admin, Curriculum Consulta
Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Admin, Curriculum Consultant, Teachers
Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Admin, Curriculum Consultant, Teachers
Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	Admin, Curriculum Consultant, Teachers
<ul style="list-style-type: none"> • TSI Strategy: Implementation of R180 program Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. 	Admin, Curriculum Consultant, Teachers

Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Admin, Curriculum Consultant, Teachers
Create formative and summative assessments that are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student.	Admin, Curriculum Consultant, Teachers
Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Admin, FRYSC, District Sup
Enable students to develop leadership roles within the	Admin, FRYSC, District Sup
Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and	Admin, FRYSC, District Sup

Method of Progress Monitoring	Funding Mechanism and Amount
Weekly, ongoing, job-embedded PD Professional development based on researched best practices.	0
Weekly PLCs - Ongoing, job-embedded PD Focus on PLC structure w reflection with collaboration between general education and special education teachers.	0
Weekly PLCs - Ongoing, job-embedded PD Analysis of student work during PLCs along with development and revision of school-wide vertical alignment.	0
Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Schoolwide data dashboard, Schoolwide RTI process	0
Weekly PLCs - Ongoing, job-embedded PD Standard alignment, Analysis of student work, and data analysis process implementation during PLCs.	0
Weekly progress monitoring for Tier 2 & 3, monthly RTI meetings Schoolwide data R180 progress monitoring and MAP benchmark datadashboard, Schoolwide RTI process	0

Weekly, ongoing, job-embedded PD Professional development based on researched best practices, weekly staff insider, walkthroughs w aligned feedback focused on special education instruction in the resource and collaborative settings.	0
Release days for vertical teams for assessment development, revision and implementation planning Schoolwide data dashboard, Schoolwide RTI process, School-wide Common Formative Assessment reflection process. Specific reflection focused on needs of students with disabilities.	\$3500 SBDM
Daily, ongoing character ed program that reduces physical and mental health	\$3500 PTA funded
port Staff, Curriculum Consu	\$0
Biweekly SST meetings	\$0

18.19 TM Phase One: Continuous Improvement Diagnostic_09112018_12:11

Phase One: Continuous Improvement Diagnostic

Taylor Mill Elementary School

Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on surveys from various stakeholders, including teachers, families, and district personnel, two identified areas for improvement for Taylor Mill Elementary School are development of a formative assessment process and increasing rigor level of student tasks and products. We will incorporate professional development for both of these areas in the form of differentiated training and job-embedded development through PLCs, analysis of data processes outlined and alignment with the district MTSS plan. We will also use classroom walkthrough feedback to make improvements in both of these areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

In the beginning phases, a variety of stakeholders will analyze data at all levels to identify the areas of growth. Then, using this feedback, those stakeholders will outline processes for both for beginning implementation. Frequent feedback will be used, along with ongoing data analysis, to modify and improve the processes in place. A data system will be implemented to monitor the effectiveness of these processes, from weekly formative assessment and walkthrough data, to benchmark data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18.19 TM Phase Two: School Safety Report_10292018_13:35

Phase Two: School Safety Report

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018
Status: Locked

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18.19 TM Phase Two: School Assurances_10292018_13:30

Phase Two: School Assurances

Taylor Mill Elementary School

Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018

Status: Locked

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18.19 TM CSIP Phase Three: Title I Annual Review_11092018_09:07

Phase Three: Title I Annual Review

Taylor Mill Elementary School
Melody Stacy
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

Last Modified: 12/18/2018
Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

We use KPREP data, MAP data, attendance data, behavior data, Teacher Voice survey data, and TELL Survey data. According to our data trends, we continue to need to focus on our overall Achievement, but a higher priority and need is the achievement of our gap population. In particular, F/R and disability groups are a critical focus area. We use our Title 1 program to provide key interventions and differentiation strategies in place to better meet the needs of these students. While we got a good start on this last year, we have some stronger intervention and differentiation systems in place this school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(iii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Yes, our schoolwide plan has been implemented as written. Several goals from our CSIP address schoolwide reform strategies including our novice reduction goal, K-3 proficiency, proficiency and gap goals. Title 1 funding provides many components which allow us to better meet the needs of all of our students. We fund a full time teacher and instructional assistant to help us run interventions for students whose data shows deficiencies in the content areas of reading and math. We also use our Title 1 funding to purchase technology and instructional materials to support differentiation both in core instruction and in intervention programs. Additionally, we held a summer STEAM camp for our students that included literacy, science, math and art stations. Our 2018 KPREP data points to the fact that, while our approach is working, we need additional work in reducing our novice and increasing proficiency with our free and reduced lunch population.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We spent the \$1625 allocated for family engagement. Not only have we used Title 1 funding, but we have supplemented these funds with FRYSC money and SBDM money to increase family engagement. We have monthly family literacy nights in addition to PTA family events. We fund a STEAM night that caps off STEAM week for our school. Additionally, we have an All Pro Dads program that meets monthly. At the end of last school year, we purchased backpacks filled with books and family engagements activities for all of our students so that they could read and interact with literacy together. Overall, this last year and currently, we are seeing an increase in attendance and an increase in family engagement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

While we are seeing an increase in family engagement, we are continuing to look for ways to improve. We are developing a family survey formed from our Diversity Task Group that includes representatives from all stakeholders to help inform next steps.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We have a data system that includes implementing, analyzing and using data to inform next steps to meet student needs. This data system includes academic data (KPREP, MAP, district common assessments, common formative assessments, and daily classroom assessments) along with other data (attendance, behavior, social-emotional.) This data analysis involves members from all stakeholder groups, including teachers, students, families, SBDM and PTA.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The strategies outlined in our 2018-19 CSIP are strategies we will continue to implement, refine, and improve, including improvement of our core instruction through PLCs, faculty meetings, professional development, walkthrough feedback. We are making improvements this year to our school-wide intervention system by implementing procedures that are standardized and help us to identify in a more timely way students who need assistance. We use multiple data points to benchmark and identify those students, and then use regular progress monitoring that is research-based to inform the effectiveness of each intervention.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We are working on revising and improving our assessment system to include bi-weekly common formative assessments with a standard data analysis and reflection process that includes a special focus on students in our gap areas. This will inform next steps in instruction in a timely and collaborative manner to help ensure all students are growing and achieving at high levels.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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December 1, 2018 Executive Summary for Schools_11212018_10:54

Phase Three: Executive Summary for Schools

White's Tower Elementary School

Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 11/21/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

White's Tower Elementary is a Preschool - 5 school with a population of 590. We are one of 11 elementary schools in the Kenton County School District. White's Tower is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. We are proud to provide a family atmosphere to our students, staff and our students' families. We are fortunate in the fact that we have a school-wide Title I program. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. To help engage students in meaningful activities outside of the classroom, we offer many extra-curricular activities such as chorus, intramural opportunities, student council, basketball, Girls On The Run, academic team, E-Wise, Art Club, Chorus, future problem solving, archery and several girl scouts and boy scouts groups. The past three summers The United Way offered White's Tower the opportunity to participate in a pilot program for incoming kindergarten students called Me and My School. We partnered with the Kenton County Public Library to provide six weeks of kindergarten readiness activities focused on literacy and numeracy as well as providing opportunities to share effective strategies with parents of our incoming kindergartens. In addition to this opportunity, White's Tower has also partnered with the YMCA through the 21st Century Learning Grant to provide additional academic assistance and extracurricular opportunities after school. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." We want each and every child to perform at their highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming college and career ready. Teachers consistently monitor student progress and instructional needs and use data based decision making to ensure that all students are mastering the curriculum. As a school, we utilize Positive Behavior Intervention and Supports to reinforce students' positive behavior choices as well as "Monday Manners" to introduce and reinforce respectful behavior. We also provide students with social emotion learning instruction by using the "Choose Love" curriculum. Working to increase students' self-confidence and meet the needs of the whole child, we provide many meaningful activities for students outside of the school day. Students have the opportunities to participate in archery, basketball, intramural opportunities, chorus, art club, GOTR, academic team, and future problem solving. Our partnership with the YMCA through the 21st Century Learning Grant allows us to provide additional activities and academic assistance to help our students become successful.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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.

42nd elementary school out of 722 in the state of Kentucky in Proficiency Ranking (6% in the state). 36th elementary school out of 703 in the state of Kentucky in Math Index (5% in the state). 79th elementary school out of 703 in the state of Kentucky in Reading Index (11% in the state). Improvement area would be Growth Ranking, we were 207th out of 691 (29% in the state).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

White's Tower believes that parents are an integral part of the education process and we strive to include them in their child's education. In cooperation with the Family Resource Center we plan family nights to provide information to parents about ways they can help their child at home in the areas of reading and math. We recognize outstanding achievements of students and invite parents to attend the assemblies where students are recognized for A honor roll, A/B honor roll, perfect attendance, and Bearcat Achievement (for grades K-3.) We also recognize all students who receive a proficient or distinguished on the KPREP test, providing them with medals for their accomplishment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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October 2018Phase Two: The Needs Assessment for Schools_10182018_09:20

Phase Two: The Needs Assessment for Schools

White's Tower Elementary School

Anthony Procaccino

2977 Harris Pike

Independence, Kentucky, 41051

United States of America

Last Modified: 10/18/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

The process started as a data review during a staff meeting on September 12, 2018. As a group, we reviewed and discussed the data. We began by looking at the 3rd - 5th grade overall scores for reading, math, social studies and on-demand writing, as well as our gap data in those areas. During PLC's with the 3rd - 5th grade levels, we analyzed the data more in-depth. We identified students that did not score proficient/ distinguished. After sharing out the deficiency areas, we brainstormed strategies and interventions that were not successful and made adjustments to instructional practices. The SBDM will be informed of the KPREP results on the October 24, 2018 meeting. On a more consistent basis, during PLC's we look at weekly assessment data and analyze the overall grade level deficiencies along with individual student's who have no mastered the standard of the assessment. After the PLC's, teachers will adjust instruction to meet the overall areas of concern. We conduct school-wide Response to Intervention meetings every 6-8 weeks, in order to ensure students are appropriately receiving services and supports.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Areas of Strength: 1.) % of Proficient/Distinguished in Reading - 3rd Grade=76.47%, 5th Grade=77.27% 2.) % of Proficient/Distinguished in Math - 3rd Grade=85.89%, 5th Grade=75% 3.) % of Proficient/Distinguished in Social Studies - 5th Grade=70.45% Areas to Grow 1.) 4th Grade % of Proficient/Distinguished - 62.36% in Reading & 59.14% in Math 2.) 5th Grade % of Proficient/Distinguished - 57.96% in On-Demand Writing

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

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

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

1.) 43.55% of 4th grade gap students scored below proficiency on KPREP test in reading. 2.) 50% of 4th grade gap students scored below proficiency on KPREP test in math. 3.) 48.94% of 5th grade gap students scored below proficiency on KPREP in On-Demand Writing.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

In 16-17, 3rd grade (all) students in reading scored 71.1% proficient/distinguished. In 17-18, the 4th grade (all) students scored 62.36% proficient/distinguished. Even though, we do have a slight transient school, this is a drop of 8.74%. In 16-17, 3rd grade (all) students in math scored 73.3% proficient/distinguished. In 17-18, the 4th grade (all) students scored 59.14% proficient/distinguished. Even though, we do have a slight transient school, this is a drop of 14.16%.

ATTACHMENTS

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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

The strategies and supports were not consistent as well as the students were flexibly grouped after 3-4 weeks.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



Strengths/Leverages

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

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

1.) % of Proficient/Distinguished in Reading - 3rd Grade=76.47%, 5th Grade=77.27% 2.) % of Proficient/Distinguished in Math - 3rd Grade=85.89%, 5th Grade=75% 3.) % of Proficient/Distinguished in Social Studies - 5th Grade=70.45%

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**December 1, 2018 Comprehensive Improvement Plan for
Schools_11212018_10:03**

Phase Three: Comprehensive Improvement Plan for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 12/12/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

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

The attached document is the 2018 Comprehensive Improvement Plan for White's Tower Elementary School.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase percentage of combined reading and math for all students from 72.4% in 2018 to 86.2% in 2023 as measured by school report card.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the activities, the person(s) responsible for the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase combined reading and math KPREP proficiency score from 72.4% in 2018 to 75.2% by 10/31/19 as measured by school report card.	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, PLC's & Professional Development	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month.	Mastery Connect \$3,500
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention	Student Progress Monitoring data, Mastery Connect data, Friday assessment data,	October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December,	\$2,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	MAP data, SRI, DIBELS	& April.	
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Ensure that standardized assessment results are used appropriately to propel student achievement. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Create formative and summative assessments that are aligned to the standards. Develop a progress monitoring system to monitor standards mastery for each student. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Develop a tracking system for	Student Progress Monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS	October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December, & April.	\$2,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2		monitoring of student achievement progress by learning target and by standard.			

2: Separate Academic Indicator

Goal 2: Increase percentage of science for all students from 43% P/D in 2018 to 71.5% in 2023 and On-Demand Writing from 58% P/D in 2018 to 79% in 2023 as m card.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify t activities, the person(s) responsi of the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase overall science P/D from 43% in 2018 to 48.7% in 2019.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Student Progress Monitoring data, Friday assessments	Weekly PLC meetings. PPR walk through feedback. Mastery Connect data analysis	\$3,500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.			
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Assess with formative and summative assessments that are aligned to the standards and learning targets. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Develop a progress monitoring system to monitor standards mastery for each student.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	\$3,500
Objective 2: Collaborate to increase overall On-Demand Writing P/D from 58% in 2018 to 62.2% in 2019.	<u>KCWP 1: Design and Deploy Standards</u>	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Ensure that vertical curriculum mapping is	Student Progress Monitoring data, Friday assessments	PLC Writing Reviews. School-wide On-Demand Writing Expectation checks	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		occurring to identify instructional gaps.			
	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. Ensure congruency is present between standards, learning targets, and assessment measures. Plan for and implement active student engagement strategies.	Student Progress monitoring data, Friday assessments	PLC writing reviews and data analysis. Lesson plan reviews & PPR walk feedback.	

3: Gap

Goal 3: Increase percentage of combined reading and math for students with IEP's from 50% in 2018 to 75% in 2023 as measured by school report card.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the activities, the person(s) responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase percentage of combined reading and math for students with IEP's from 50% in 2018 to 55% in 2019.	<u>KCWP 2: Design and Deliver Instruction</u>	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month. October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December, & April.	\$5,500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		adjustments.			
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Develop a progress monitoring system to monitor standards mastery for each student. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	\$3,500
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Assure consideration and addressment of non-academic barriers to learning.	MTSS Pyramid, RtI Meetings	MTSS student tracking, FRC reports	
Objective 2					

4. Growth

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 65% in 2018 to 82.5% by 2022; Math from 63% in 2018 to 81.5% by 2022.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the activities, the person(s) responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase MAP proficiency in reading from 65% in spring 2018 to 68.5% in spring 2019 and math from 63% in spring 2018 to 66.7% in spring 2019 as measured by MAP assessments.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month. October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December, & April.	\$5,500
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> 	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	\$3,500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2		Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.			

5: Transition Readiness

Goal 5: Collaborate to increase proficiency scores in combined areas of reading, math, social studies and on-demand writing from 70% in 2018 to 85% in 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*


- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the activities, the person(s) responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase proficiency scores in combined areas of reading, math, social studies and on-demand writing from 70% in 2018 to 73% in 2019.	<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> 	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday assessment data, MAP data, SRI, DIBELS	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month. October, January, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: October, December, & April.	\$5,500
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align and Deliver Support</u> 	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning	PPR Walks, PBIS data, Student Progress Monitoring	MTSS Student Tracking, FRC Coordinator data, PBIS monthly reports	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		walk details to ensure high levels of teacher effectiveness and student achievement. Provide behavior-specific praise and reinforcement. Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Implementation of Choose Love curriculum to aide in mental health services.			
Objective 2					

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 WTE CSIP	WTE KDE Comprehensive Improvement Plan for School	

December 1, 2018 Closing the Achievement Gap Diagnostic_12062018_09:00

Phase Three: Closing the Achievement Gap Diagnostic

White's Tower Elementary School

Anthony Procaccino

2977 Harris Pike

Independence, Kentucky, 41051

United States of America

Last Modified: 12/12/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Group Spreadsheet is attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

White's Tower Elementary's population is predominately Caucasian. There is less than 1% of a minority population. The school is a Title 1 school because of our free/reduced lunch population is over 50%. White's Tower Elementary celebrates all students. The culture of the building is student centered and focused on the success for all students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

We have been fortunate to have our free/reduced students and students with disabilities achieving high levels of proficiency. One area of concern is that our 4th grade students with disabilities and free/reduced proficiency has declined.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

3rd grade gap students proficiency in math increased from 69% in 2017 to 78% in 2018. 5th grade gap students proficiency in math increased from 53% in 2017 to 72% in 2018.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

4th grade gap students proficiency in math decreased from 64% in 2017 to 50% in 2018.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Kenton County School District's Multi-Tiered System of Support Pyramid has been used to assist with both academic and behavioral areas in tier 1, tier 2 and tier 3 instruction. The MTSS pyramid provides the teachers with exemplar resources that can be used to improve their craft and take their instructional practices to the next level. With continual focus on delivering world-class instruction to all students; it will help to decrease achievement gaps. The MTSS pyramid is also utilized to identify research based intervention tools. These intervention tools provide the support needed to assist with targeted skills and achievement gaps. The Pd plan was approved by the Superintendent on May 2018 and ESS in November 2018. We have not missed our goal for two years in a row.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

An area we are improving in is the collaboration between special education teachers and regular education teachers. We are trying to find ways to increase the communication between the two so that we can be sure that the whole standard is being taught at a high level for all students. We are also focusing in on collaboration within the classroom with the special education teacher and the regular education, so that there is more co-teaching taking place.

G. 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.

As a staff we dug into the assessment data and identified specific areas of concern. We identified the areas then brainstormed strategies to address them. As grade level lead teachers helped design a school wide on-demand writing approach at each grade level. Grade level lead teachers also, came together to create a consistent short answer approach. The staff was then introduced to the strategies and continuums during PLC's. The SBDM committee was charged with approving these strategies. The SBDM committee also dug into the assessment data and identified areas of concern and discussed strategies to address the concerns.

III. Planning the Work

Gap Goals

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).

Collaborate to increase percentage of combined reading and math for students with IEP's from 50% in 2018 to 55% in 2019 and 75% by 2022. KCWP 2: Design and Deliver Instruction : Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 WTE Achievment Gap Excel Sheet	WTE Gap Excel Sheet	I
 WTE Measurable Gap Goal	Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced / 287	51%
Disabilites (IEP) / 112	18%
African American / 12	2.00%
Hispanic / 6	1.00%
Two or More / 19	3.00%
English Learner / 2	<1%

[illegible]

October 2018 Phase One: Continuous Improvement Diagnostic_09272018_14:10

Phase One: Continuous Improvement Diagnostic

White's Tower Elementary School

Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 09/30/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

During PLC's, teachers collaborated looking at our district's new Multi-Tiered System of Support Pyramid. They observed the quality instruction indicators in the cycle planning guide. The first bubble, was Teacher provides appropriate task/text/problem, and majority of teachers acknowledged that they feel they are implementing this bubble appropriately. The second bubble was All students substantively interact with the task and Teacher elicits a response/product from All students. The majority of the teachers stated they have a good understanding of this bubble, however they would like to be more proficient in this bubble and to make sure they are reaching All students. Now that the teachers have decided the emphasis will be on bubble 2, in the attached document is the process of its implementation and monitoring through PLC's, individual tasks and professional development.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:


2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

After reviewing the above attachment, you will see how the stakeholders will be continuously learning and practicing new teaching strategies. Along with that, while doing walk throughs, administration will identify priority areas for improvement as well as recognizing superior teachers who are effectively implementing the strategies and they will be hosting PD sessions and used for peer observations. The major factor of monitoring effectiveness will be the student progress monitoring on Friday assessments and MAP testing.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Bubble 2 Implementation & Monitoring	This describes the process of teacher's determining the priority bubble, how it will be implemented and monitored.	1

October 2018 Phase Two: School Safety Report_10182018_13:22

Phase Two: School Safety Report

White's Tower Elementary School

Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 10/19/2018

Status: Open

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, the staff was introduced to the emergency plan on 8/13/18. The emergency plan was then updated and approved by SBDM on 8/22/18 and re-introduced to the staff.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

No, however it was reviewed before this school year and revised for the 18-19 school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, on opening day 8/13/18.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, all drills were completed in 17-18.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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October 2018 Phase Two: School Assurances_10182018_13:05

Phase Two: School Assurances

White's Tower Elementary School

Anthony Procaccino

2977 Harris Pike

Independence, Kentucky, 41051

United States of America

Last Modified: 10/18/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

For incoming preschool students we offer Me & My School Program. At the end of the school year, we transition the preschoolers to kindergarten classrooms to get to know the teachers and some of the expectations.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The district offers many professional development opportunities before the school year and we do professional development embedded throughout the school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

These professional development opportunities are done in staff meetings as well as in PLC's.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

We host school-wide RtI meetings every 6-8 weeks and identify struggling students and coordinate those students with appropriate instructional, research based programs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

We use our district MTSS tracking and placement forms to monitor students and the instructional strategies being used. At the school level, we use mastery connect to track student standard mastery.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

This is addressed during SBDM meetings.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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WTE December 1,2018 Title I Annual Review_12072018_13:01

Phase Three: Title I Annual Review

White's Tower Elementary School

Anthony Procaccino

2977 Harris Pike

Independence, Kentucky, 41051

United States of America

Last Modified: 12/12/2018

Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Data analysis took place through structured after school sessions and during PLC's. These sessions were led by district curriculum consultants, school administrators, and lead teachers. During data analysis, areas of strengths and weaknesses were identified and plans were developed to maintain areas of strength and to support areas of weaknesses. Follow-up sessions have continued to monitor supports that have been put in place and make adjustments as needed.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Accountable talk strategies have been incorporated into all content areas to allow for student conversation to be taken to a higher level. With frequent accountable talk strategies embedded into all content areas, students are able to make real world connections and build off of each other's thinking. Formative assessment strategies have been embedded throughout instruction to allow for pre-, mid-, and post assessment data. This assessment data allows for teachers to adjust instruction in order to best meet the needs of all students. Collaborative learning strategies have been carefully planned prior to instruction to allow for the highest level of collaboration to take place. Through collaborative learning opportunities, teachers are able to group students accordingly in order to grow each individual student while holding all students accountable to their learning environment. Meaningful engagement strategies have been embedded throughout all instructional content areas to ensure that ALL students are meaningful participating in rigorous, higher level cognitive tasks. Accountable talk, collaborative learning, formative assessment and meaningful engagement strategies have all been monitored and evaluated through daily classroom observations by both the administrative team and peer teacher observations. Teachers receive actionable feedback on these strategies and are given the opportunity to reflect on personal growth in these areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We host parent teacher conferences at the end of the 1st Trimester. All parents have an opportunity to schedule a conference to discuss their child's progress. All the teachers keep a sign in sheet so we can track how many conferences were done. We also host some family literacy nights, where the families are welcomed in and taught to do some reading strategies at home to help with their child's literacy skills. We track attendance at these events by having a sign in sheet. Some of the other family events are: Get Fit Night (health & physical education) and 1st grade Book Box (Literacy).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We would like to add some family events to call attention to student writing and math skills.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We review the sign-in sheets and the academic objective of the event. The data of families attending the event is then cross-referenced with academic data such as MAP scores, to see if there was a positive impact on attending the event.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

We have seen an increase in our school-wide reading data. The school-wide event that brings in most families is our fall family event. During this event, staff provide a literacy based activity for all attending family. This literacy activity is standards based and engaging for students while exposing family members to grade level curriculum. Additional events are offered throughout the year to introduce families to literacy standards and to make family-home connections. We have found that often times transportation is a challenge but will continue to build relationships and bridge family-home connections through clear communication and outreach.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We need to have a more targeted group of parents. Reach out and specifically invited struggling students parents and provide transportation.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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