



2021-22 OES Phase One: Continuous Improvement Diagnostic for Schools_08232021_10:19

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Overdale Elementary School
Dana Brown
651 Overdale Drive
Louisville, Kentucky, 40229
United States of America

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Dana R. Brown 08-23-2021



2021-22 Phase Two: The Needs Assessment for Schools_10182021_11:03

2021-22 Phase Two: The Needs Assessment for Schools

Overdale Elementary School
Dana Brown
651 Overdale Drive
Louisville, Kentucky, 40229
United States of America

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2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data is analyzed by all staff during Bullitt/Planning Days, faculty meetings, and weekly PLC work. Bullitt/Planning Days are once a month, faculty meetings take place once monthly (1 hour to 1 1/2 hrs in length), and in some cases twice a month. PLC work is weekly. All meetings are documented through sign in sheets, agendas, and minutes located on our school wide communication HUB. Our SBDM Council also analyzes data and works to revise policies that impact student learning. Evidence of the work of the council is evidenced in agendas and minutes approved monthly during regularly scheduled meetings. The school Excellence Team reviews data and helps create plans for next steps. This team is comprised of team leads

(one from each grade level, administration, counselor, instructional coach, school psychologist, related arts teacher representative, and RTA teacher). Each team member is assigned a role based on the findings of our data. The team meets monthly (in some cases twice a month) and documentation can be found in agendas and minutes from each meeting. Our Instructional Leadership Team (Principal, counselor, and instructional coach) meets weekly to oversee that results are communicated and monitor implementation through observation documentation. Agendas and minutes evidence this work. ELEOT monitoring data is viewed and shared with all stakeholders to determine implementation and effectiveness.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to Spring 2021 KPREP data there has been a decline of 10.8% in students scoring proficient/distinguished in reading, and there has been a 14.2% decrease in students scoring proficient/distinguished in math. According to 2021 KPREP data there has a 5.3% decrease in students with disabilities scoring proficient/distinguished in reading, and a 7.5% decrease in students with disabilities scoring proficient/distinguished in math. According to 2021 KPREP data there has a 10% decline in economically disadvantaged students scoring proficient/distinguished in reading and a 14.9% decrease in economically disadvantaged students scoring proficient/distinguished in math. Comparison is unable to be verified due to the lack of data and non-traditional instruction since March 2020.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.

- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: According to Spring 2021 CASE data, 63.90% of grades K-2 are proficient/distinguished in reading. 45.40% of grades 3-5 are proficient/distinguished in reading and 49.40% of grades K-2 are proficient/distinguished in math. 34.30% of 3-5 students are proficient/distinguished in math. According to Spring 2021 CASE data, 40.00% of students with disabilities in grades K-2 are proficient/distinguished in reading and 40.70% of students with disabilities in grades 3-5 are proficient/distinguished in reading. 38.40% of students with disabilities in grades K-2 are proficient/distinguished in math and 26.60% in grades 3-5 are proficient/distinguished in math. Current Non-Academic State: According to the first 6 months of attendance data for the 18-19 and 19-20 school years, Overdale saw an improvement of .03% (95.62% to 95.65%) in student attendance for the 19-20 school year. Due to NTI, attendance data was not available for the entire year of 19-20. According to 18-19 and 19-20 behavior data, there was an 11.1% increase in behavior incidences from 18-19 to 19-20. (44.4% to 55.5%)

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

According to 2021 Spring CASE data, 36.1% of grades K-2 students are novice/apprentice in reading and 54.6% of grades 3-5 students are novice/apprentice in reading. 50.6% of grades K-2 students are novice/apprentice in math and 65.7% of grades 3-5 students are novice/apprentice in math. According to 2021 KPREP data 75.0% of students with disabilities in grades 3-5 are novice/apprentice in reading and 89.3% of grades 3-5 are novice/apprentice in math. According to 2021 KPREP data, 64.8% of economically disadvantaged students in grades 3-5 are novice/apprentice in reading and 82.6% of grades 3-5 are novice/apprentice in math.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The percentage of students scoring novice in 4th grade decreased 7% according to 18-19 KPREP data to 20-21 KPREP data. The percentage of students scoring distinguished in 5th grade increased .9% according to 18-19 KPREP data to 20-21 KPREP data. The percentage of students scoring distinguished increased 1% according to 18-19 KPREP data to 20-21 KPREP data. The percentage of students scoring novice decreased 22.7% according to 18-19 KPREP data to 20-21 KPREP data. The percentage of students scoring novice decreased 14.7% according to 18-19 KPREP data to 20-21 KPREP data. The percentage of students scoring distinguished increased .6% according to 18-19 KPREP data to 20-21 KPREP data.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.



After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See OES Key Elements chart

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>OES CSIP Needs Assessment</u>	Needs Assessment	.
 <u>OES Key Elements Chart</u>	Key Work Processes identification and description	.

Academic Data	K-PREP 2020-2021	CASE Data, Spring 2021	State Data 2020-2021	K-PREP 2018-2019
Elementary Reading (all students)	40.20%	K-2 63.9%, 3-5 45.4% P/D	39.5% P/D	51%
Elementary Math (all students)	24.10%	K-2 49.4%, 3-5 34.3% P/D	31.4% P/D	38.30%
Elementary Writing (all students)	43.80%		39.8% P/D	23.90%
Elementary Science (all students)	25%		25.1% P/D	21%
Elementary Social Studies (all students)				
Students w/Disabilities Reading (elementary)	25%	K-2 40%, 3-5 40.7% P/D	25.5% P/D	30.30%
Students w/Disabilities Math (elementary)	10.70%	K-2 38.4%, 3-5 26.6% P/D	21.4% P/D	18.20%
Students w/Disabilities Writing (elementary)	0		16.6% P/D	No Data
Students w/Disabilities Science (elementary)	20%		17.4% P/D	18.20%
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
EL Elementary Reading	0%	33.30%	23.7% P/D	
EL Elementary Math	13%	29%	19.1% P/D	
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Economically Disadvantaged Reading (elementary)	35.20%		30.4% P/D	45.20%
Economically Disadvantaged Math (elementary)	17.40%		17.9% P/D	32.30%
Economically Disadvantaged Writing (elementary)	42.90%		30.5% P/D	22.90%
Economically Disadvantaged Science (elementary)	No data		17.9% P/D	11.80%
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Homeless Students Reading (elementary)			24.5% P/D	
Homeless Students Math (elementary)			14.7% P/D	
Homeless Students Math (middle)			13.7% P/D	
Homeless Students Writing (elementary)			23.2% P/D	
Homeless Students Science (elementary)			15.6% P/D	
Non-Academic Data	2020-2021	2019-2020	State Data 2020-2021	2018-2019
Behavior	6% of student population had an office discipline referral for the 2020-21 school year			The district averages around 88 percent of students who do not have one behavior referral.
Student Attendance				The district yearly average percent present for 18-19 was 94.55%.
Teacher Attendance				The average certified teacher attendance is 94.53%. (This includes emergency, personal, and sick leave only.)

Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	
<p>KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the school?</p>	<p>Reading--- teachers are teaching the 5 components of literacy (phonemic awareness, phonics, comprehension, fluency, vocabulary), guided reading groups will be part of literacy instruction at every grade level. Guided reading group plans are turned in every week. Literacy Footprints have recently been purchased to aid in guided reading group instruction. Special emphasis is given to progression of standards when the instructional coach is planning with grade level teams. We know that a deep understanding of the progression and rigor of standards is an area of improvement for us.</p> <p>Writing--Overdale is working to create school-wide consistency in best practice writing instruction. The principal and Instructional coach have planned writing trainings for the entire year. Teachers have collaborated vertically to identify the progression of the standards across grade levels</p> <p>Math-- teachers are using the CSA (concrete- semi-concrete-abstract) model to support students during math instruction. Manipulatives have been purchased for the teachers including What's My Place? What's My Value? for 4th and 5th grade classrooms. Teachers document the progression of the model in their weekly lesson plans. Special emphasis is given to progression of standards when the instructional coach is planning with grade level teams. We know that a deep understanding of the progression and rigor of standards is an area of improvement for us.</p>

Key Elements of the Teaching and Learning Environment

<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Reading, Math---Monthly learning checks are scored in PLCs. Teachers have been trained in each component and how the Revised Kentucky Academic Standards address each component. Monthly learning checks are designed by teachers, approved by the Instructional Coach, and analyzed in PLCs. Mastery checklists are monitored and discussed at monthly PLCs.</p> <p>Writing- Overdale assesses writing 3 times a year with on-demand writing per the district. These are used as benchmarks to monitor growth. In addition, third through fifth grade students participate in live-scoring events 3-4 times a year.</p>
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>Reading, Writing, Math---Regular walkthroughs and lesson plan checks are monitoring systems that are being used by administration. Assessment data (learning checks, CASE, KPREP, ODW) is analyzed within PLCs. PLC agendas name students who are not proficient. Next steps are listed and revisited in PLCs. In addition to Mastery Connect, each teacher has a spreadsheet with assessment data for reading and math. This assessment data is used to aid in triangulation of data for MTSS, SPed, and GT purposes.</p>
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	



2021-22 Phase Two: School Assurances_10182021_10:52

2021-22 Phase Two: School Assurances

Overdale Elementary School
Dana Brown

651 Overdale Drive
Louisville, Kentucky, 40229
United States of America

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report_10182021_10:58

2021-22 Phase Two: School Safety Report

Overdale Elementary School

Dana Brown

651 Overdale Drive

Louisville, Kentucky, 40229

United States of America

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2021-22 Phase Two: School Safety Report

School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes.

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

Yes. June 24, 2021.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, August 9, 2021

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

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

Yes.

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

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

Yes.

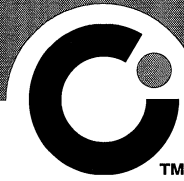
11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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OES 2021-22 Phase Three: Professional Development Plan for Schools_11232021_09:41

2021-22 Phase Three: Professional Development Plan for Schools

Overdale Elementary School
Dana Brown
651 Overdale Drive
Louisville, Kentucky, 40229
United States of America

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2021-22 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Overdale Elementary strives to grow all students into productive members of society by providing engaging, rigorous instruction with high expectations in an environment of mutual respect and appreciation.

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

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

Our top two priorities are reading foundations and identifying/aligning curriculum to essential standards in math and reading.

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

Many of our students are coming to us lacking foundational skills in reading, so we are working to strengthen core instruction that includes the five components of literacy and ensuring interventions are intentional. Alignment of the curriculum in math and reading to essential standards is necessary to ensure there are no gaps in instruction, especially vertically. Proficiency Goal: Increase the reading percentage of proficient/distinguished students as measured by KPREP from 39.5% to 64.4% by the spring of 2025.. Increase the math percentage of proficient/distinguished students as measured by KPREP from 24.1% to 55.1% by the spring of 2025. Gap Goal: . Increase the reading/math percentage of proficient/distinguished Gap (Economically Disadvantaged students) from 26.3% to 55.4% by spring of 2025 as measured by KPREP. Growth Goal: Increase the reading/math percentage of proficient/distinguished students as measured by KPREP from 32.2% to 59.8% by spring 2025 as measured by KPREP.

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

We are purchasing a phonics supplement to ensure we are teaching these foundational skills. All teachers will be trained in Wilson Foundations during the summer of 2022. In addition, teachers will be involved in alignment work in reading and math to ensure essential standards are identified and being taught. Our work will begin in January of 2022.

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

Increased proficiency in early literacy for students, growth of teacher knowledge of the five components of literacy and changes to instructional practices in reading are the intended results for strengthening reading foundational skills.

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

The number of students scoring proficient/distinguished in reading will increase from 39.5% to 64.4% by the spring of 2025.

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

K-3 teachers

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

Students, teachers, principals, district leaders

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

Wilson Foundations Training \$4000.00 to be paid out of ESSER funding. In addition, time will be given for teachers to complete the essential standard identification and alignment document. The district will be initiating this work and time will be given ,as needed, for our staff to complete the alignment product.

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

coaching from the instructional coach, monitoring of instruction, follow up in PLCs, analysis of scores

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

analysis of test data, classroom observations, lesson planning

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Alignment of the curriculum in math and reading to essential standards is necessary to ensure there are no gaps in instruction, especially vertically. Proficiency Goal: Increase the reading percentage of proficient/distinguished students as measured by KPREP from 39.5% to 64.4% by the spring of 2025.. Increase the math percentage of proficient/distinguished students as measured by KPREP from 24.1% to 55.1% by the spring of 2025.

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

The number of students scoring proficient/distinguished in math and reading will increase. Teachers will have deeper knowledge of the standards after collaborating to identify essential standards. Instructional practices will change to deepen student understanding of essential standards.

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

Students scoring proficient/distinguished in reading and math will increase.

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

All teachers

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

Teachers, principals, district leaders, and students.

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

Time will be allocated for the work of creating an essential standard and alignment document.

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

Coaching with instructional coach Classroom observations by principal and coach

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments,

classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The training from Willson Foundations will be monitored through sign in sheets and upon implementation, student data will be observed through formative and summative assessments. The identification of essential standards and alignment training will be monitored by the end product and the sign-in sheets for participation.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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OES 2021-2022 Phase Three: Comprehensive School Improvement Plan_11232021_09:39

2021-2022 Phase Three: Comprehensive School Improvement Plan

Overdale Elementary School
Dana Brown
651 Overdale Drive
Louisville, Kentucky, 40229
United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached CSIP.

Operational Definitions

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022 Overdale CSIP</u>		.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the 4-5 required school goals (based on level): proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are 4-5 required school goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each on School Report Card)

- **Proficiency Goal:** Increase the reading percentage of proficient/distinguished students as measured by KPREP from 39.5% to 64.4% by the spring of 2025.. Increase the math percentage of proficient/distinguished students as measured by KPREP from 24.1% to 55.1% by the spring of 2025.
- **Gap Goal:** . Increase the reading/math percentage of proficient/distinguished Gap (Economically Disadvantaged students) from 26.3% to 55.4% by spring of 2025 as measured by KPREP.
- **Growth Goal:** Increase the reading/math percentage of proficient/distinguished students as measured by KPREP from 32.2% to 59.8% by spring 2025 as measured by KPREP.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
PROFICIENCY <ul style="list-style-type: none"> ● Increase the number of students scoring proficient/distinguished in reading from 39.5% to 47.8% by spring 2022 as measured by KPREP. ● Increase the number of students scoring proficient/distinguished in math from 24.1% to 34.4% by spring 2022 as measured by KPREP. 	<ul style="list-style-type: none"> ● The percentage of students scoring proficient/distinguished in reading will increase by 8.3% on KPREP by spring 2022. ● The percentage of students scoring proficient/distinguished in math will increase by 10.3% on KPREP by spring 2022. 	<ul style="list-style-type: none"> ● KCWP 3: Design and Deliver Assessment Literacy <p>Addressing this process ensures that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).</p> <ul style="list-style-type: none"> ● KCWP 2: Design and Deliver Instruction <p>Addressing this process ensures that best practice/high yield instructional strategies are used in the classroom.</p>	<ul style="list-style-type: none"> ● KCWP 3: Professional learning on the Assessment Instructional process (backwards planning) ● KCWP 3: Use MasteryConnect to design assessments from the CASE resource bank for reading and math. ● KCWP 3: Rigorous assessment schedule and template for number of DOK 1,2, and 3 leveled questions on each assessment for reading and math. ● KCWP 2: Focusing on the C-S-A model for math across all grade levels. 	<ul style="list-style-type: none"> ● Monthly learning checks analysis. ● ELEOT walks analysis. ● MasteryConnect analysis ● CASE data analysis 	\$0	<ul style="list-style-type: none"> ● <i>Bullitt Day November 2019--Faculty analyzed October 2019 CASE data</i> ● <i>Weekly ILT meetings to review assessment data and plan next steps</i> ● <i>Title 1 Literacy Night March 2020</i> ● <i>Title 1 Math Night December 2019</i> ● <i>Title 1 RTA teacher provides additional reading instruction during recovery block schedule</i> ● <i>Title 1 Evaluation Survey administered Spring/Summer 2020</i>
GAP <ul style="list-style-type: none"> ● Increase the reading proficient/distinguished Gap (Economically disadvantaged) students from 35.2% to 43.5% by spring of 2022 as measured by 	<ul style="list-style-type: none"> ● The percentage of Gap students scoring proficient/distinguished in reading will increase by 8.3% on KPREP by spring 2022. ● The percentage of Gap students scoring proficient/distinguished 	<ul style="list-style-type: none"> ● KCWP 5: Design, Align, Deliver Support Processes <p>Addressing this process ensures appropriate academic interventions are taking place to meet the needs of all students.</p>	<ul style="list-style-type: none"> ● Professional Learning on MTSS and Guaranteed Recovery. ● Every student will receive 3 levels of support based on need. 	<ul style="list-style-type: none"> ● Monitoring of MasteryConnect for reteaching and reassessing ● ELEOT walkthroughs during recovery times. ● CASE analysis 	\$0	

<p>KPREP.</p> <ul style="list-style-type: none"> • Increase the math percentage of proficient/distinguished Gap (Economically disadvantaged) from 17.4% to 28.5% by spring of 2022 as measured by KPREP. 	<p>ed in math will increase by 11.1% on KPREP by spring 2022.</p>					
<p>GROWTH</p> <ul style="list-style-type: none"> • Increase the reading/math percentage of proficient/distinguished students as measured by KPREP from 32.2% to 41.4% by spring 2022 as measured by KPREP. 	<ul style="list-style-type: none"> • The percentage of students scoring apprentice in math will decrease by 9.2% by spring of 2022 as measured by KPREP. 	<ul style="list-style-type: none"> • KCWP 5: Design, Align, Deliver Support Processes <p>Addressing this process ensures appropriate academic interventions are taking place to meet the needs of all students.</p>	<ul style="list-style-type: none"> • Professional Learning on MTSS and Guaranteed Recovery. • Every student will receive 3 levels of support based on need. • Master schedule dedicates time for reteaching and reassessing grade-level standards. 	<ul style="list-style-type: none"> • Monitoring of MasteryConnect for reteaching and reassessing • ELEOT walkthroughs during recovery times. 	\$0	

Separate Academic Indicator (3 year target)

- **SAI Goal:** . Increase the writing percentage of proficient/distinguished students as measured by KPREP from 43.8% to 44.7% by the spring of 2025.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
<ul style="list-style-type: none"> • Increase the number of students scoring proficient/distinguished in writing from 43.8% to 44.1% by spring 2022 as measured by KPREP 	<ul style="list-style-type: none"> • The percentage of students scoring proficient/distinguished in writing will increase by .03% by spring 2022. 	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Addressing this process ensures that teachers analyze data to identify priorities and implement actionable steps that impact instruction/student achievement.</p>	<ul style="list-style-type: none"> • Create common scoring criteria utilizing KDE holistic scoring guide • Collaboratively score writing in PLCs and plan next steps. • On Demand Writing benchmarks from the district. Will calibrate scoring 	<ul style="list-style-type: none"> • Monthly ODWs • District ODWs • PLC minutes • Evaluation notes for PDSA 	\$0	<ul style="list-style-type: none"> • Analyzed Fall CASE SAQs and ERQs in PLCs October 2019. • Analysis of monthly ODWs in PLCs. • Professional learning during faculty meetings. • January 2020 Bullitt Day--Professional learning in writing.

			district-wide. <ul style="list-style-type: none">Principal and Instructional Coach will live-score ERQs with intermediate classes.			<ul style="list-style-type: none"><i>Weekly ILT meetings to review assessment data and plan next steps</i><i>Title 1 Literacy Night March 2020</i><i>Title 1 RTA teacher provides additional reading instruction during recovery block schedule</i>
					\$0	



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2021-22 Phase Three: 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?

Overdale Elementary School has approximately 325 students, preschool through grade 5. The student population has seen a steady decline over the last four years, due to being centered in an area that has become landlocked. The original school was founded in 1959, and the new building was erected on the same site ten years ago. This beautiful new school is located in the city of Hillview, which resides in Northern Bullitt County. Overdale Elementary is a neighborhood school located on Overdale Drive in a suburban community. Overdale has 25 highly qualified certified staff members, including an instructional coach, school counselor, library media specialist, and principal. Four of our teachers are National Board Certified. Overdale's special areas include a full time Art, Music and Physical Education teacher. The staff also includes 3 special education teachers, two Learning and Behavioral Disabilities teachers and a teacher for Emotional and Behavior Disabilities and students with autism. There are also three special education instructional assistants to help with instruction. In addition, a Speech/Language Pathologist resides in the building. Overdale shares a Family Resource Center Director with another elementary school in the district. Overdale utilizes two instructional tutors to help close the gap for our at-risk students. Within the past five years, redistricting has occurred in Bullitt County. Due to the redistricting, our English Learner population dips up and down from year to year. Challenges that Overdale Elementary has encountered over the last three years are a rise in transient students, issues with attendance, teacher-turnover, increased numbers of SEL students, and an increasing population of students with disabilities. 37.1% of our student population moved in or out of the school within the last school year. Due to this transiency, We border the Jefferson County line and have students that move back and forth during the year. This impacts instructional consistency with the students. Due to rising free and reduced numbers, in 2018 we became a CEP school. The community is becoming more involved in the school, but there is still a need for parental involvement related to school committees, SBDM elections and overall support of school functions.

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.

At Overdale, We Overcome Obstacles, Experience Growth, and Show Grit is the vision we collectively share. Our mission statement is Overdale Elementary strives to grow all students into productive members of society by providing engaging, rigorous instruction with high expectations in an environment of mutual respect and appreciation. We believe we can empower students by: Encouraging a strong, positive self-image; providing a comfortable, safe, and caring environment; challenging students with high expectations of high academic achievement; teaching appropriate social skills utilizing strong and innovative teaching strategies that will raise students' achievement; demonstrating dedicated leadership, modeling and promoting respect for all; believing ALL children can learn and reach their greatest potential. The mission, vision, and beliefs were developed by the staff and SBDM council. It continues to be revisited to focus our purpose and decision-making. Each morning on our broadcast, 'Mustangs in the Morning', after the United States Pledge of Allegiance, Overdale students recite the Overdale pledge: "Today, I will be responsible, respectful, and safe. I am ready to learn so that I can reach my dreams. I am proud to be an Overdale Mustang!" We train students to make good choices utilizing lesson plans and behavioral strategies supported by Positive Behavioral Interventions and Supports (PBIS). We challenge students to set academic CASE goals three times per year. From the CASE scores and common formative assessments, we create differentiated learning groups that meet daily in reading and math clinics based on those scores and multiple other sources of data. Our teachers continue to be trained in the latest "best practices" to help students to reach proficiency and increase academic growth. Teachers have had professional development in Guided Reading, Phonemic/Phonological Awareness, The Five Components of Literacy, Writing, Thinking Strategies, Trauma Informed Practices/ Trauma Responsiveness and the Workshop Model structure to improve student learning, as well as, teaching the "whole" child. These are some of the most recent areas of focused professional development for our teachers. Other interventions such as one to one and small group "conferring" are utilized by our teachers to meet individual needs. Students can participate in extracurricular activities, such as: Academic Team, Art Club, STLP and Chess.

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.

Achievements: CASE data indicates we increased proficient by 16.8% for 5th graders in reading. In math, we increased the number of proficient by 11.7% according to CASE data. In the last three years, according to KPREP data, we have

reduced the number of novice 15.3% and increased prof/dist. by 26.1% in writitng. Areas of improvement: We have increased the number of novice in reading according to KPREP 10.1 %, over the least thee years. We have increased the number of novice in math 11.4% over the past three years according to KPREP data.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Overdale is a neighborhood community school with parental support. We have a very active PTO who supports our students and staff by raising funds to provide instructional materials, technology, and to improve our school grounds. The PTO provided rubber mulch for our playground which is very efficient and attractive. In addition, they purchased the fencing that surrounds our playground to further ensure the safety of our students. They also maintain the beautification of it throughout the year. The PTO has contributed each year to upgrading current technology(Chromebooks and Interactive Televisions). In addition, we had over 228 volunteer hours donated to our school last year. Those numbers were down due to the COVID-19 Pandemic shutdown. Overdale likes to celebrate success, so once a month, we have a celebration where students are recognized for attendance, and efforts both academically and behaviorally. At this time, we also identify a student for "Mustang of the Month" in each class. This recognition is for good character and leadership. Each day on our morning broadcast, "Mustangs in the Morning," we recognize students who are respectful, responsible and safe. A token economy has been added to give students another opportunity to earn rewards for positive work and behavior. Another area worthy of recognition is our Energy Team and Recycling Program. Our students are involved in recycling each day and we have been awarded the Energy Star Award. Overdale also provides educational assistance outside the school year. Through the efforts of our Family Resource Center Director, Overdale has offered a Summer Program for the past two years that provides educational activities. We are continuing our work with Trauma Responsiveness as part of a pilot of the AWARE Grant. Overdale has a calm corner where students can spend time learning to self-regulate when they are in need. One is located in the cafe as well for students who need a quieter environment during lunch/breakfast. Many of our classrooms also have designated areas for this as well. Overdale has

created sensory baskets that give students the opportunity to decompress and de-escalate so that they can be successful within the classroom.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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