2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

2023-2024 Phase One: Continuous Improvement Diagnostic for Districts - 2023-2024 Phase One: Continuous Improvement Diagnostic for Districts - Generated on 01/16/2024

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The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Districts

• Executive Summary for Districts

Phase Two: October 1 - November 1

• The Needs Assessment for Districts

• District Assurances

• District Safety Report

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Phase Three: November 1 - January 1

• Comprehensive District Improvement Plan

• The Superintendent Gap Assurance

Phase Four: January 1 - December 31

• Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)

• English Learner Plan for Districts (Lau Plan) (Due May 1)

• Professional Development Plan for Districts (Due May 1)

• Progress Monitoring

As superintendent of the district, 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 district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.
Hannah Scott

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2023-2024 Phase One: Executive Summary for Schools

Roby Elementary School
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2023-2024 Phase One: 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?

Roby Elementary is located in Shepherdsville, the county seat of Bullitt County. We serve approximately 446 students in grades preschool through grade 5. Our population is in an area of diverse socio economics with a student minority population of about 18.3%. Roby Elementary School consistently qualifies for the Community Educational Provision program, in which every student receives a non charge breakfast and lunch each day. 59.4% of our population qualifies as economically disadvantaged. We have 2.7% of our population that speak English as a Second language. 21.7% of our students receive special education services. Some of our students are from homes in which they have the opportunity to travel and gain exposure to experiences outside of school and extracurricular activities that enhance their education. However, many of our students do not have the opportunity to travel and participate in extracurricular activities. We have a significant number of students that are being raised by grandparents and other family members or in foster care. Residential areas that are slated by district boundaries to attend Roby include apartments and small to medium sized homes. Additionally, our region of Shepherdsville has hotels that house homeless students and their families. Our homeless students comprise 4.3% of our total student population. Our population is relatively transient due to our proximity to Jefferson County schools and the Louisville metro area and recent changes in legislation allowing open transfers between districts within district timelines/policies has made our population more transient. Our staff is diverse in terms of years of experience, race, gender, and nationality with individuals from 26 years of experience to this being their first year. We have approximately 31 certified staff members and 28 classified staff members (16 of these being instructional support staff). Of these certified staff members 13 do not have tenure. Only 1 of the 32 certified staff members is not highly qualified in the area they are teaching and is emergency certified.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Stakeholder groups in our school include students, staff, parents, businesses, and community members. The involvement of and engagement in the improvement planning process occur through our committee, weekly Instructional Leadership Team, SBDM meetings, PLCs, engagement in principal and district leadership team meetings, and parent nights. In addition, surveys and focus groups/adhoc committees are used to also identify priority areas for improvement.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Annually we review and revise our school purpose. As a community we went through a process over multiple weeks to develop who we are, why we exist, and our mission. Additionally, we developed community agreements that guide our professional improvement community (PICs).

Who we are: Caregivers

Why we exist (vision): To inspire the unimaginable

Our mission: We inspire our students' love for learning, encourage them to try new things, and give them a solid foundation to become caring community members.

As CAREGIVERS who are committed to Inspiring the Unimaginable we have established the following community agreements. We agree to;

- # Be respectful of others' time & ideas.

- # Support each other with respectful, open, honest communicat

- # Share & accept ideas with a positive & open mind

- # Be kind & flexible, even in difficult situations

Our master schedule prioritizes social emotional learning, MTSS, co-teaching and providing access to PICs (professional improvement communities)/common grade level planning for all teachers. Students have 20 minutes of social emotional learning (SEL) time daily with a couple days in their regular homerooms and several days in their "cougar dens". These cougar dens are designed to build community and culture across the school. We strive to implement instruction and culturally diverse strategies that develop students who are self-directed navigators of their futures. Our practices of implementing restorative discipline in combination with a restorative care culture, Leveled Literacy Instruction, Literacy Footprints, Literacy Footprints Intervention, Compass, Number Talks are examples of meeting the needs of all students.

Our dedicated MTSS time in our master schedule allows for a focus on literacy (reading and writing), math and behavior. Tier 2 time focuses on re-teaching essential standards that our as identified by our district based on student performance on CFAs created by our grade level teams.

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We have established clear expectations that make a positive impact on our culture through the implementation of restorative care practices for our community, restorative discipline, PBIS (positive behavior interventions and support), instruction in behavior/social emotional skills, ABRI, growth mindset lessons, and Second Steps. We recognize and celebrate students and their achievements through social media, Citizen of the Month, house rallies, parent newsletters, positive postcards, birthday postcards, Roby News, and awards ceremonies.

We have staff members that seek out and attend professional learning opportunities aligned to the school and district priorities. We have staff members that have taken on leadership roles such as Webmaster, Site Technology Coordinator, BCEA Representative, Mental Health Coach, Energy Team Coordinator, PIC Facilitator, School Public Information, Access 24 Coordinator, SBDM Council Representatives, PBIS Coach and Team Leads. Additionally many staff members lead both paid and volunteer extracurricular activities such as: Archery, STLP, Academic Team, Chess, Play Director, Robotics Sponsor, Track, Yearbook, Beta, Cougar Cub Tech Hub, Safety Patrol, Cougar Leader Den, Girls Who Code, and Volleyball.

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, we need to continue increasing proficiency and decreasing novice and apprentice in all academic areas for all students, and specifically for students with disabilities. Roby has been working on assessment literacy, restorative care literacy, and creating authentic student learning experiences (such as PBLs). Incorporating testing banks in Mastery Connect has been transformative in systematically aligning, documenting and analyzing student learning. We restructured our master schedule to allow all certified staff including interventionists and special education teachers to attend weekly PICs. Our intervention time has been restructured to more effectively meet the needs of all students. Certified staff provide tier 2 and 3 instruction using evidence based strategies. Classified staff use evidence-based strategies and programs to meet the needs of some tier 2 students during designated MTSS blocks. Teachers meet on grade level teams to create pre and post assessments to assess mastery of learning. They showcase lessons, student products and collaboratively analyze the results of assessments in teams. Assessment results guide conversations around instruction, intervention and enrichment. We have several teachers that participate in the Bellarmine Literacy Project, The Think Focus Cohort, Graduate Profile Cohort, PBL/Deeper Learning. We train and coach one member from each collaborative team to lead in the role of PLC facilitator. Students and families have multiple opportunities to participate in before/after school events such as fall festival, open house, PTA, literacy night,

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winterfest events, dinner theater, dances, Night of the Arts Showcase, Lunch with Someone Grand, Cougar Buddy Breakfast, Archery, STLP, Academic Team, Chess, Plays & Musical Performances, Robotics Sponsor, Track, Yearbook, Beta, Cougar Cub Tech Hub, Safety Patrol, Cougar Leader Den, Girls Who Code, and Volleyball. Our students have excelled at the regional, state and national level with STLP, BETA, and Academic Team. We utilize our instructional coach and special education instructional coach to support teachers and improve teacher performance in a variety of ways. Our community partners include Lowes, Shepherdsville Police and Fire Departments, Shepherdsville EMS, Bullitt Central High School (agriculture pathway, art pathway, culinary pathway), Riverview Opportunity Center/BAC, Area Technology Center, Radiant Spa, Amazon, Norton's Children Hospital, Ken-Mulch, Turn Around Center, and various other professionals and businesses that donate their resources (time, personnel, money, and products). Students are encouraged, through our service learning focus, to volunteer their time and efforts to improve the community.

Additional Information

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

None

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase One: School Safety Report_10112023_11:03

2023-2024 Phase One: School Safety Report

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2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.
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)?

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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) and is a copy maintained on file in the school office?

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

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

6/22/23 - SBDM

8/31/23 - first responders

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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

8/7/23

9. During the first 30 instructional days of the <u>current</u> 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) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <u>prior</u> 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) and is a copy maintained on file in the school office?

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)?

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

yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: The Needs Assessment for Schools_10122023_10:17

2023-2024 Phase Two: The Needs Assessment for Schools

Roby Elementary School
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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.

The process for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment occurs in weekly instructional leadership team meetings on Monday's and Leadership Team team meetings weekly on Mondays which are made of our Instructional Coach, principal, counselor, and Special Education Coach. The ILT team meets weekly to review lesson plans, data from assessments, walkthrough feedback, and PLC progress. In addition the ILT meets at regularly scheduled times weekly with groups of teachers in Professional Improvement Communities weekly. These PLCs focus on the four essential questions of the instructional process by identifying essential standards (what we want students to know), creating and reviewing assessments for alignment to the standard (how we will know they have learned it),a multi-tiered systems of support (what we do when they haven't learned) and enrichment/ extension (what we will do when they already know it). We also review, analyze, and apply data results to determine priorities from this year's needs assessment in our 3 committees that meet monthly: academic, leadership, and PBIS. Our site-based

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decision making council is composed of parents, teachers, and administration and is open to the public. The SBDM group regularly reviews data as committees are invited to present their monthly work at SBDM. Social media platforms, IC messenger, and public posting are used to invite the public to attend SBDM meetings and committee meetings where current and trend data is analyzed and input on school improvement priorities is given. Lastly, our dream team consists of a team lead from each grade level (K-5), special education, special areas, administration, and a curriculum coach. Our FRC coordinator collects data from parents through a survey to determine needs. We seek input from parents at various title 1 events (such as open house, literacy night, math night, car show, sweets with santa, etc).

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

All goals, objectives, strategies, and activities revolved around returning back to in-person instruction connected to refocusing the PLC process work across the school and moving towards training on the essential standards process for all schools to begin implementation the next school year. There was strong focus on literacy in Grades K-3 due to learning losses during the pandemic. Teachers submitted lesson plans for feedback. Professional learning opportunities centered around the 5 components of literacy and restorative practices/de-escalation. Professional learning and coaching was provided in effective co-teaching approaches/strategies for all grade levels. Analyzing the quality of safety and climate for students was a focus through our PBIS team/committee to improve understanding of our student needs along with getting baseline data on areas of strength and improvement for next steps.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Behavior referrals increased from: 2021-2022: 738 referrals (major and minor) to 2022-2023: 888 referrals (major and minor). We anticipate the number of behavior referrals to go down as students are receiving the services (i.e. counseling, behavior interventions, academic supports, and social skill instruction) that they need.

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Our economically disadvantaged students performed in the same range as all students on most of the assessments. Third grade grew in both reading and math proficiency. Fourth grade grew in math proficiency.

Our students with disabilities did not perform in the range of all students. However, we began PL on co-teaching approaches at the end of 21-22 and have continued this into 22-23 to better meet the needs of these students.

The average daily attendance for certified teachers was 88.18%.

See attachement.

Current State
4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
> Students in grades 4 and 5 made grew in numeracy skills as evidenced by increase in average proficiency in math on school and district assessments.

> In the area of reading, students in grades 5 grew significantly in reading proficiency on school and district assessments, while 3rd grade remained the same

> Quarterly staff impact surveys show an increase in positive climate (positive attitudes of colleagues 12% to 37% and positive working environment 20% to 40.7%).

See attachment.

Priorities/Concerns
5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

See needs assessment attachment.

Strengths/Leverages

6. 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.

Communication, school safety, and frequency and thoroughness of feedback are strengths per our quarterly impact survey.

Both reading and math achievement have improved in terms of proficiency and reduction in novice.

See attachment.

Evaluate the Teaching and Learning Environment

7 . 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name

🔗 2024 Needs Assessment

🔗 Key Core Work Process Chart 2024

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

Overall, implementation of key strategies and focus provided us the opportunity to see growth coming out of the pandemic and more importantly continue to move forward in areas we didn't focus on. The plan is a living, breathing document that will be updated and revised with a continued focus on literacy, math, the safety and climate of our school for our students, and meeting the needs of our students with disabilities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2024 Needs Assessment	public viewing	• 7
🔗 Key Core Work Process Chart 2024	Roby Elementary	• 7

Academic Data	KSA 2022-23	KSA 2021-22	K-PREP 2020-2021	K-PREP 2018-2019
Reading (all students)	42% P/D	39% P/D	41% P/D	48.2% P/D
Roby Math (all students)	38% P/D	29.8% P/D	25.9% P/D	27.2% P/D
Roby ODW (all students)	51% P/D	30% P/D	45.3% P/D	38% P/D
Roby Science (all students)	23% P/D	25% P/D	17.2% P/D	16% P/D.
Roby Social Studies (all students)	34% P/D	17% P/D		21.5% P/D
Roby Editing & Mechanics (all students) *new in 21-22	51% P/D	35% P/D		
Roby Combined Writing (all students) *new in 21-22	45% P/D	30% P/D		
Reading				
3rd	38% P/D	38% P/D	26.8% P/D	50.7% P/D
4th	36% P/D	42% P/D	44.8% P/D	43.2% P/D
5th	53% P/D	41% P/D	50% P/D	48.8% P/D
Math				
3rd	30% P/D	33% P/D	25% P/D	37.3% P/D
4th	39.6% P/D	36% P/D	27.5% P/D	22.2% P/D
5th	43% P/D	19% P/D	25.1% P/D	22% P/D
Students w/Disabilities Reading Roby	13%		16.7% P/D	25% P/D
Students w/Disabilities Math Roby	16.70%		13.9% P/D	13.9% P/D
Students w/Disabilities ODW Roby	0.00%		10% P/D	27.8% P/D
Students w/Disabilities Science Roby	10%%		9% P/D	0% P/D
Students w/Disabilities Social Studies Roby *new 21-22	0%			11.1% P/D
SWD Roby Editing & Mechanics *new 21-22	20%			
SWD Roby Combined Writing *new in 21-22	0%			
Minority Students Reading Roby				
Minority Students Math Roby				
Minority Students Writing Roby				
Minority Students Science Roby				
Minority Students Social Studies Roby				
Minority Students Editing & Mechanics 21-22				
Minority Students Combined Writing *new 21-22				
Economically Disadvantaged Reading: Roby				
ED 3rd Gr. Reading	33% P/D	36% P/D	35% P/D	41% P/D
ED 4th Gr. Reading	32% P/D	38% P/D		
ED 5th Gr. Reading	35% P/D			
Economically Disadvantaged Math Roby				
ED 3rd Gr. Math	32% P/D	37% P/D		
4th Gr. Math	23% P/D	19% P/D	23.6% P/D	19.4% P/D
ED 5th Gr. Math	16% P/D	27% P/D		
4th Gr. Math	33% P/D			
ED 5th Gr. Math	21% P/D			

Academic Data

Academic Data	KSA 2022-23	KSA 2021-22	K-PREP 2020-2021	K-PREP 2018-2019
Economically Disadvantaged ODW Roby	21% P/D	13% P/D	42.2% P/D	36.2% P/D
Economically Disadvantaged Science Roby	18% P/D			5.7% P/D
Economically Disadvantaged Social Studies Roby				13.7% P/D
Roby Editing & Mechanics (all students) *new 21-22	21% P/D	13% P/D		
Roby Combined Writing (all students) *new 21-22				

Non-Academic Data

	2022-23	2021-22	2020-2021	2018-2019
Behavior	After adjusting our behavior systems and providing PL to our staff around meeting the needs of diverse learners, we had 888 discipline referrals in 22-23, most of which resulted in restorative responses. SCHOOL ATTENDANCE DATA FOR THE 2022-2023 SCHOOL YEAR was 92.43% ADA and 29.78 Chronic Absenteeism. Our goal for 23-24 is 94% or higher ADA and 24% or less chronic absenteeism. We implement tier 1, 2 and 3 interventions for students including: engaging school climate practices, positive relationships with students and families, communication around the impact of absences on student learning (academically and SEL), monitoring chronic absenteeism, recognizing good attendance. Some of our tier 2 interventions include personalized outreach, action plan to address barriers and engagement, and interventions. Tier 3 resources include coordinated school interagency response, legal intervention through court system	After creating a monitoring system with tiered levels of community accountability in 21-22 and Roby had 627 events last year for 138 students - approximately 70.4% of students had 0 level 2 or level 2 responses to behavior	97.11% of students enrolled in 20-21 did not have any behavior events entered in Infinite Campus	Our school average percent present for 18-19 was 95.06% and chronic absenteeism percent was 9.36%
Student Attendance	Our average daily attendance for 22-23 was 87.66%. This is with an unfilled teaching position most of the year and a teacher on leave for the last 2 months of the year.	Average daily attendance for students in 21-22 was 93.29%. This includes student quarantines during this school year due to Covid. Shortage of bus drivers, canceled bus routes and double runs impacted student attendance (and ADA) negatively. 23.43% of students were considered chronically absent (missing 10 or more days of school). We had two teaching positions not filled for a portion of the year and 1 teacher on leave. We had multiple classified staff positions unfilled. We experience extreme sub shortages throughout the year and essential positions unfilled (such as teaching positions for testing areas, bookkeeper position unfilled at times, etc.). The average daily attendance for certified teachers was 88.18% (This includes times that teacher's were out due to quarantines). This is down from the previous year, however, we were in person all year (except several NTI days). During the previous year, there were many days that we were virtual and teachers may have chosen not to use sick days (continued with virtual instruction) that they would have used if they had to report to work with students.	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage. The average daily attendance for certified teachers was 90.89% (This includes virtual instruction due to Quarantines and NTI.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.	91.03% average daily attendance for certified teachers

Academic Data	KSA 2022-23	KSA 2021-22	K-PREP 2020-2021	K-PREP 2018-2019
Roby Reading (all students)	59% NA	60% N/A	59% N/A	51.8% N/A
Roby Math (all students)	64% NA	71% N/A	74.1% N/A	72.7% N/A
Roby ODW (all students)		70% N/A	54.7% N/A	62% N/A
Roby Science (all students)	78% NA	76% N/A		85.2% N/A
Roby Social Studies (all students)	66% NA	84% N/A		78.1% N/A
Roby Editing & Mechanics (all students)		65% N/A		
Roby Combined Writing (all students)	54% NA	70% N/A		
Reading				
3rd	63% NA	62% N/A	73.3% N/A	53.1% N/A
4th	63% NA	59% N/A	55.2% N/A	54.4% N/A
5th	46% NA	59% N/A	50% N/A	
Math				
3rd	72% NA	68% N/A	75% N/A	62.5% N/A
4th	59% NA	64% N/A	72.4% N/A	76.5% N/A
5th	58% NA	80% N/A	75% N/A	77.2% N/A
Students w/Disabilities Reading Roby			75% N/A	75% N/A
Students w/Disabilities Math Roby			86.1% N/A	77.7% N/A
Students w/Disabilities Writing Roby			72.2% N/A	70.2% N/A
Students w/Disabilities Science Roby			90.90% N/A	100% N/A
Students w/Disabilities Social Studies Roby				88.8% N/A
S w/ D Editing & Mechanics *new 21-22				
S w/ D Combined Writing *new 21-22				
Minority Students Reading Roby				
Minority Students Math Roby				
Minority Students Writing Roby				
Minority Students Science Roby				
Minority Students Social Studies Roby				
Minority Students Editing & Mechanics *new 21-22				
Minority Students Combined Writing *new 21-22				
Economically Disadvantaged Reading (elementary)	67% NA	64% N/A	64.9% N/A	59% N/A
ED 3rd Gr. Reading	68% NA	63% N/A		
ED 4th Gr. Reading	65% NA	66% N/A		
ED 5th Gr. Reading	68% NA	63% N/A		
Economically Disadvantaged Math (elementary)		76.6% N/A	76.3% N/A	80.5% N/A
ED 3rd Gr. Math	67% NA	73% N/A		
ED 4th Gr. Math	78% NA	86% N/A.		
ED 5th Gr. Math				
Economically Disadvantaged ODW (elementary)	79% NA		57.8% N/A	63.9% N/A
Economically Disadvantaged Science (elementary)			77.14% N/A	92.5% N/A

K-PREP 2020-2021 40.9% N/A

Economically Disadvantaged Social Studies (elem.)

ED Editing & Mechanics *new 21-22

ED Combined Writing *new 21-22

Non-Academic Data

	2020-2021	21-22	2022-23
	87.3% N/A	87% N/A	82% NA / 79% NA

Behavior

2020-2021

Our school's priority for the 21-22 school year is to improve the consistency of behavior entry in the student data system, create levels of response to behaviors supported by a multi-tiered system of interventions and our PBIS practices, and pair or replace traditional consequenes with restorative approaches for students to decrease punitive resolutions that do not resolve behavior infractions. Students returned to school with higher SEL needs 20-21 and 19-20 interuptions to their learning to due the pandemic.

21-22

We need to reduce the number of behavior incidents by 10% each month (to get to around 215 or less incidents in a year) that are represented by no more than 5% of our student population; Our highest number of incidents were physical agression and respect; we need to focus guidance lessons and SEL lessons around these topics

2022-23

We had 888 discipline referrals in 22-23, most of which resulted in restorative responses. We need to the number of referrals and the number of students responsible for these referrals to a smaller percetage of our population. Our teachers need additional PL around restorative practices.

Academic Data

	2020-2021	2021-22	2022-23
Reading (all students)	Trends were not examined for the 2020-2021 school year due to the unique circumstances brought on by the COVID-19 pandemic that greatly impacted state required testing. Due to a shortened test, uneven participation, interrupted learning models, and changes in learning opportunities direct comparisons cannot be made of assessment data from prior years. BCPS is using this data to serve as baseline for academic needs coming out of the pandemic	Trends were not examined for the 21-22 school year as the KY Summative Assessment was in it's first year and a baseline test to be compare with future years. The assessment is not intended to be compared with previous KPREP assessment.	Green rating, medium performance, increased by 4.8 from prior year
Roby Math (all students)			Green rating, medium performance, sig. increase by 9.3 from prior year
Roby Writing (all students)			
Roby Science (all students)			
Roby Social Studies (all students)			
Students w/Disabilities Reading Roby			Yellow rating, low performance, increased 6.1 from prior year
Students w/Disabilities Math Roby			
Students w/Disabilities Writing Roby			
Students w/Disabilities Science Roby			
Students w/Disabilities Social Studies Roby			
Economically Disadvantaged Reading Roby			Yellow rating, low performance, increased 2.8 from prior year
Economically Disadvantaged Math Roby			
Economically Disadvantaged Writing Roby			
Economically Disadvantaged Science Roby			Yellow rating, low performance, increase by 6.7 from prior year
Economically Disadvantaged Social Studies Roby			
Homeless Students Roby			
Gifted and Talented Roby			

Non-Academic Data

	2020-2021	2021-22	2022-23
Non-Academic Data			Yellow rating overall on QSCS but increased 1.7 from prior year and students with disabilities were green overall with significant increase of 4.2 from prior year; Students and staff understand PBIS system and behavior expectations. Teachers are more consistantly implementing PBIS with rewards/reinforcement for behavior. Teachers need more PL around how to implement restorative practices.
Behavior		There was no in person instruction the previous year and very few behavior events to compare to 21-22.	

Student Attendance	Average daily attendance was above 90% and within 1% of the prior year.	Student quarantines due to Covid, shortage of bus drivers, canceled bus routes and double runs continue to impact student attendance (and ADA) negatively.
Teacher Attendance	Teacher attendance was within 1% of the prior year. Vacancies, sub shortages and coverage needs impact teacher attendance.	It is difficult to compare teacher attendance when virtual to when in person learning the entire year. However, the attendance percentages were similar with no drastic increases/drops.

Academic Data

Academic Data	KSA 22-23	KSA 21-22	2020-2021 Strengths/Leverages	2020-2021 NOTE
Elementary Level	Our students increased or significantly increased in every indicator and with every population as compared to prior year. We exited TSI status after only being identified last year. We moved from an overall score of orange to yellow with multiple categories that were green due to the growth factor.	Our economically disadvantaged students performed in the same range as all students on most of the assessments. Third grade grew in both reading and math proficiency. Fourth grade grew in math proficiency.	Writing P/D numbers increased and N/A numbers decreased. Sciene P/D numbers increased and N/A numbers decreased. 5th grade reading P/D numbers increased and N/A numbers decreased.	While in the pandemic our students had access to virtual instruction daily and in-person assessments and small groups. Families had the options to choose their preference for learning; in-person and virtual through our Bullitt Cloud Academy. Students who preferred learning virtually had access to learning resources such as chromebooks and hot spots. Due to the inconsistent learning environments increases in P/D were not made. Growth was made in some areas. Additionally, our students other basic needs such as food, social emotional supports, housing became a priority and our school partnered with our families to meet these needs and maintain instruction as a priority. While comparisons
	KSA 22-23	KSA 21-22		
Students w/Disabilities	Our students with disabilities increased or significantly increased in every indicator and with every population as compared to prior year. We exited TSI status for SWD after only being identified last year. Our SWD had higher indicator score on the QSCS than "all students"	Our students with disabilities did not perform in the range of all students. However, we began PL on co-teaching approaches at the end of 21-22 and have continued this into 22-23 to better meet the needs of these students.	Reduced percentage of N/A and increased P for students with disabilities in science.	
	KSA 22-23			
Gifted and Talented	None noted	None noted	None noted	

Non-Academic Data

Non-Academic Data	2022-23	2021-22	2020-2021
Behavior	Students and staff understand PBIS system and behavior expectations. Teachers are more consistantly implementing PBIS with rewards/reinforcement for behavior. Teachers need more PL around how to implement restorative practices.	Students were back in school for in person instruction. Behavior data indicated this was a significant need for students social/emotional and mental well being. We anticipate the number of behavior referrals to go down as students are receiving the services (i.e. counseling, behavior interventions, academic supports, and social skill instruction) that they need.	Due to the pandemic, behavior data was very minimal

Average daily attendance was above 90% and within 1% of the prior year. We have built systems through consistent attendance intervention meetings as a result of having a counselor most of the year (all but Oct. - Dec.). With a counselor all year in 23-24, we will be able to continue to expand these systems recognizing and promoting school attendance. Consistent admin team allowed us to build better systems for collaborating with our FRC and other community resources to support families in need.

Average daily attendance for students in 21-22 was 93.29%. This includes student quarantines during this school year due to Covid.

as a priority. While comparisons cannot be made between 2018-2019 and 2020-2021 shows that our community came together with some amount of maintence in learning outcomes.

Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.

Student Attendance

Our average daily attendance for 22-23 was 87.66% even with unfilled teaching position most of the year, a sub shortage, and a teacher on leave for the last 2 months of the year. Hiring a SDGT assisted with improving coverage and reducing teacher burnout from combining classes or covering.

The average daily attendance for certified teachers was 88.18%. This was great for our first year back with many staff members requiring quarantines throughout the school year due to Covid related symptoms.

The average daily attendance for certified teachers was 90.89%.

Teacher Attendance

Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-Calendar events for grade level and content alignment -Pacing guides for all grades and content areas in google curriculum drive -ODW K-12 vertical alignment housed in MasteryConnect -Identification of Essential Standards, Deconstruction of Standards into Student Friendly Learning Targets -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -Professional Improvement Community Cycles -ILT meetings
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 district?	-Eleot data walkthrough -Thinking Focus professional learning -LETRS Training -Professional Improvement Community Cycles using solution tree - lesson showcase, student product, data analysis, MTSS and flex PIC -Bellarmine Literacy Professional Learning/Bullitt Literacy Program -Graduate Profile Teacher Cohort -Blended Learning Teacher Cohort -Elementary SEL Learning Collaborative -First year teachers support on best practice instruction through Thrive Academy -District instructional coaching program (special education, digital learning, and reg. education) -Walkthrough narrative for teachers

Key Elements of the Teaching and Learning Environment

	-Weekly lesson plan submission in workshop model of instruction format and lesson plan feedback from ILT team
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-Predictive Assessment benchmark assessment (3 times a year) -Common formative assessments -MasteryConnect-items banks -PLC Question #2 - using student products, data analysis or MTSS -ODW District Assessment -Early Literacy Assessment Protocol
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	-Monthly committee meetings - Academic planning and academic performance committees -ODW quarterly review -PLC cycles - using student products, data analysis or MTSS processes -shared drive for MTSS data -SBDM monthly meetings with data updates
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?	-Needs assessment related to CSIP for budgeting purposes -restorative care implementation with tiered behavior system supported by PBIS -student and staff culture committee meetings monthly -PBIS Committee -Lunch Loot/Attendance Celebration -Student Leadership Team -Work Ethic Certificates (4th/5th Gr.)
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	-Vision/mission and Core Values developed as a staff and revisited constantly for alignment -Threat assessment trainings

Key Elements of the Teaching and Learning Environment

-Title 1 events - K-Kick off, Open House, Literacy Night/Fall Festival, Math Night, Design your own car drive in, Dance, Santa's Workshop, Night of the Arts, etc.
-Fabulous Fridays with guest speakers and activities connected to our graduate profile competencies
-Reverse Job Fair
-Veterans Day Ceremony
-Leadership Committee Monthly
-Cougar Buddies mentoring program with BCHS athletics
-Breakfast Buddies
-Lunch with Someone Grand
-First Responders Breakfast
-HUGS program
-HOPE Collaborative
-School partnership with Seven Counties for school based therapy

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Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2023-24 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**

o No

o 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**

o No

o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

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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**

o No

o N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, 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**

o No

o N/A

COMMENTS

5. 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**

o No

o N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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**

o No

o N/A

COMMENTS

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7. 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**
- o No
- o N/A

COMMENTS

8. 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**
- o No
- o N/A

COMMENTS

9. 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**
- o No
- o N/A

COMMENTS

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10. 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**

o No

o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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**

o No

o N/A

COMMENTS

12. 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**

o No

o N/A

COMMENTS

13. 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**

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o No

o N/A

COMMENTS

14. 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**
  o No
  o N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
  o No
  o N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
  o No
  o N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

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comprehensive plan (CSIP) 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
- o No
- o N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
- o No
- o N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
- o No
- o N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
- o No
- o N/A

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COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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
- o No
- o N/A

COMMENTS

22. 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
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school 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.

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o Yes

o No

● **N/A**

COMMENTS

24. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

25. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

26. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

27. In a school 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.

o Yes

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o No

● **N/A**

COMMENTS

28. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

29. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

30. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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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**
- o No
- o N/A

COMMENTS

32. 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**
- o No
- o N/A

COMMENTS

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Roby Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan_11162023_17:50

2023-2024 Phase Three: Comprehensive School Improvement Plan

Roby Elementary School
Hannah Scott
1148 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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Roby Elementary School

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Baldridge, 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

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KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan
The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

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.

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● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

🔗 Goal Builder

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.

The continuous school improvement goal builders have evolved since last year, incorporating valuable feedback and insights from the last goal guilder. We have refined the process by integrating data-driven decision-making strategies through our MTSS processes and fostering a more targeted approach. The updated goal builder now emphasize a dynamic response to evolving academic and culture needs and trends. Our current reality indicates our special education population is closing the achievement gap as we exited TSI status. Roby Elementary improved in all areas and with all populations. Our adjusted activities reflect this growth.

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Roby Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Goal Builder	Goal builder	•

Roby Elementary 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, 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. 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. 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.**

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION

Our mission is to inspire and educate our students to succeed in life.

AUTHENTIC LEARNING EXPERIENCES

Academic Standards + Graduate Profile Competencies= Authentic Learning Experiences

Experiences are a balance of traditional, transitional, AND transformational

STUDENT VOICE AND AGENCY

Empowering students to have a voice in their learning and school community; involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Updated June 2023

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	59.6	Green	4.7	Green
State Assessment Results in science, social studies and writing	65.9	Green	9.3	Blue
Quality of School Climate and Safety	74.3	Yellow	1.7	Green

Priorities/Concerns from Needs Assessment for Schools: *Processes, Practices or Conditions to be Addressed (from Key Elements template (this comes from phase 1 school key Elements table)*

1. **Students with Disabilities**
2. **Literacy**
3. **Math**

KCWP 2 - **Design and deliver instruction**

KCWP 4 - **Review, analyze, and apply data**

KCWP 6 - **Establishing learning culture and environment**

Updated June 2023

Subject	Current 2023	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop-down menu maximum of 3 (6 MP)	Plan/Do	Study/Act	Funding

Updated June 2023

Reading	41%	55.3%	60.0%
Math	36%	37.1%	43.7%
Achievement Gap	11%	35.2%	42%
Reading ▾			
Studen... ▾			

3 Design and Deliver Asse... ▾
4 Review, Analyze, Apply ... ▾
6 Establish Learning Envir... ▾

iReady ▾

1st quarter (Sept)-
Noticings:
Reading: 23-26% of students in K-5th grade are on or above grade level. By domains, 70% of students in grades 1st-5th are on /above grade level. HFW and 14% of K are on/above grade level. Phonological awareness 75% of Ss in grades 1-5 are on grade level and 42% of K. Lowest areas for 1st-5th are vocabulary (27%) and comprehension (26%) but in K it was HFW (14%) and phonics (23%)

GAP: Sped % on grade or above in reading
- K 14%
- 1st- 0%
- 2nd 6%
- 3rd 42%
- 4th 0%
- 5th 17%

Math - Only 12% of students are on grade level overall. The highest area for 1st-5th was measurement and data (24% on grade level) and Geometry was the lowest (15%). The highest area for K was geometry (37%) and the lowest area for K was number and operations (20%)
Action: Analyze data using noticing, wondering form and create next steps by grade level in PLCs with sped and general teacher
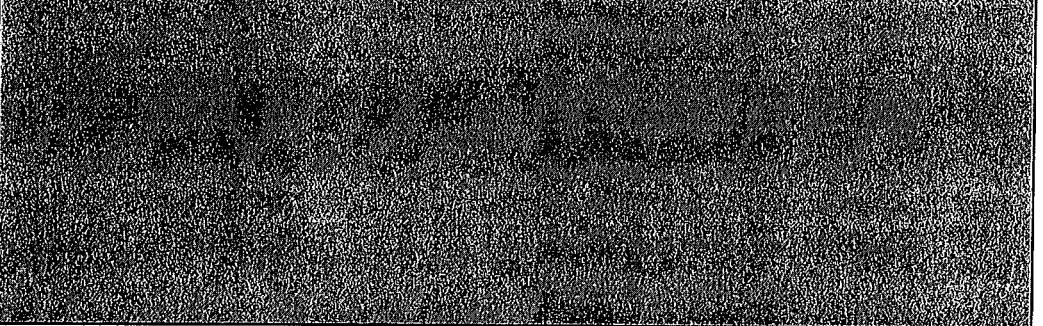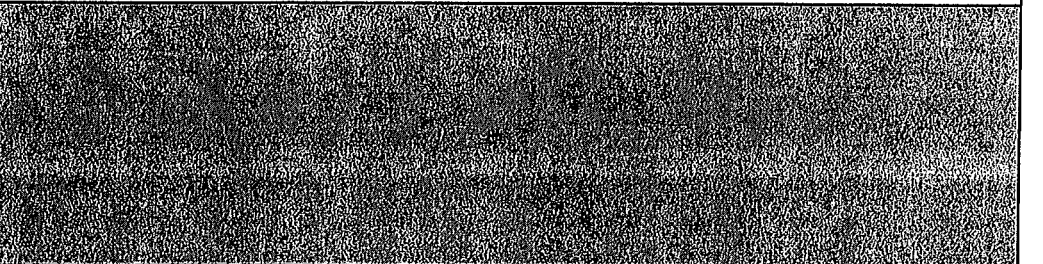
FastBridge ▾
1st quarter -
Noticings:
K/1 – early reading - 49% are 30th%ile and above

Strategy	Funding
Grade levels will utilize PIC and team planning to regularly review unit plans, address curriculum needs, and plan for standards recovery.	**ESS Funds (State)** ▾ / $7,000 salary / $70 resources for ESS for literacy and numeracy
Grade levels will use MasteryConnect to design, align and track assessments that align to standards.	**Title 1 (Federal)** ▾ / $40,000 Certified Staffing / $34,000 Classified Staff / $9,000 supplementary resources for books & software/programs supporting literacy and numeracy
Family literacy and math events will be planned in the evening to create a culture of literacy and numeracy.	**SBDM Funds (State)** ▾ / $20,000 instructional resources (books, supplies, technology, salary) supporting literacy and numeracy
All teachers will submit high quality lesson plans in advance of instruction for regular feedback.	
5 components of literacy audits using walkthrough tool to determine literacy tier 1 effectiveness	**ESSER Funds (Fede...** ▾ / classroom instruction
High quality feedback through frequent walkthroughs with feedback around rigor, learning experiences and co-teaching.	**Title 1 (Federal)** ▾
Special Education Teachers will participate in Co-Teaching professional learning opportunities	**Title 1 (Federal)** ▾ / **Title 1 (Federal)** ▾ / **Title 1 (Federal)** ▾
Date: September	**2nd quarter (Jan) -**

2/3 - areading - 45% are in 30th%ile and above; CBM 50% are re 30th%ile and above K/1 - early math 79% are 30th%ile and above 2/3 - amath 60% are 30th%ile and above; 2nd grade automaticity 74% are 30th%ile and above; 3rd grade automaticity 86% are 30th%ile and above Action: Schedule round 2 of our reading improvement team meetings Date: Jan 2nd and 3rd; Use data for tier 2 and 3 instructional planning **2nd quarter (Jan)** - Noticings: Action: Use data for ESS tutoring recommendations and for tier 2 and 3 instruction Date: Jan - Feb.					

Updated June 2023

Science	28%	29.4%	36.9%
Social Studies	40%	34.9%	41.7%
Writing	57%	49%	54.4%

High quality feedback through frequent walkthroughs with feedback around rigor, learning experiences and co-teaching.

Grade levels will utilize PIC and team planning to regularly review unit plans, address curriculum needs, and plan for standards recovery.

Grade levels will use MasteryConnect to design, align and track assessments that align to standards.

Teachers will submit high quality lesson plans in advance of instruction for regular feedback.

5 components of literacy audits using walkthrough tool to determine literacy tier 1 effectiveness

Common scoring for writing in PICs quarterly and plan next steps for instruction

Design lessons and deliver instruction using school organizers and models of proficiency.

Interim writing assessments and calibration of scoring annually

ODW Data (Live Scoring, etc.) - 1st quarter (Sept)- Noticings:
On demand writing
1st Grade - 91% novice (93% novice SWD); 0% P/D
2nd grade 94% novice (100% novice SWD); 0% P/D
3rd Grade - 63% novice (92% novice SWD); 2 % prof.
4th grade - 66% novice; 4% proficient (50% novice SWD & 0% P/D)
5th grade - 15% novice, 7 % P/D; 20% novice SWD & 0% P/D

Action: Finish entering ODW data on tracker that graphs it. Review common writing blueprint (organizers, instruction, scoring) as teachers score round 2 in PLCs; discuss differentiation for high performers and and for co-teaching classes and how writing in all areas. Check with 2nd-5th grade teachers to figure out why Science/Social Studies is not being entered in Mastery Connect. Update this data and review.
Date: Dec-Jan

Common Assessment -
Noticings:
Science Data (K-5)
Exceeds Mastery/Mastery 57.9%
Remediation 15.3%
Social Studies Data (3rd &5th)
Exceeds Mastery/Mastery 72%
Remediation 1.3%

Eleot Data -
Noticings:

Updated June 2023

1st quarter (Oct-ish) PBLs with authentic learning experiences and demonstrations of learning planned/in progress for 3rd/4th/5th grade. Teachers receiving coaching/feedback/support from PBL Coach and IC. **Action:** Expand PBLs into the 3rd quarter; gradually release planning more to teams in PLCs with less support; additional training on PBLs through PL **Date:** Spring				

Quality of School Climate and Safety	74.3	76.4	80.5		

Continue implementation of CareSolace to provide mental health support more readily available

Implementation of a student leadership group

Maintenance of sensory spaces in common area in each pod through floor decals and sensory board

Professional learning around inclusive instruction

IMPACT Data

Noticings:
The Spring 2023 Impact Survey Data showed a score of 12% in the area of Positive Attitudes of Colleagues and 20% in the area of Positive Environment under Climate with response rate of 78% (25 out of 32).

Fall 2023 Impact Data:
37% positive responses in the area of Positive Attitudes of Colleagues
40.7% positive responses in the area of Positive Environment under Climate
Response rate of 84% (27 out of 32).

Action: Give winter impact survey.
Date: Dec.

Behavior Data
Noticings:
Oct. 13th

1. Reduced referrals by more than 50% for Q1 compared to 22-23
2. Reduced every category of behavior and responses such as suspension and restraint
3. Reduced # of students responsible for the Q1 referrals by 25% in 23-24)
4. Increasing our intentionality with MTSS (tier 2 and tier 3 - system created and focused on in PLC for Win Friday)
5. Student led conferences with families in grades 3 & 4

Action:

Updated June 2023

1. Continue proactive family meetings (64 in Q1 compared to unknown but much lower # in 22-23)
2. Continue our intentionality with MTSS (tier 2 and tier 3 - system created and focused on in PLC for Win Friday)
3. Create Student leadership group (January)
4. Continue and expand student led conferences with families in grades 3 & 4

Dec. 19th

Resources:
- What Works Clearinghouse (WWC) User Guide
- Elevating Evidence Resources: Clearinghouses and Databases
- Open Access Journals in Education