

## 2019-20 Phase Three: Executive Summary for Schools\_SY2020

2019-20 Phase Three: Executive Summary for Schools

### **Country Heights Elementary School**

Stacy Harper  
4961 Highway 54  
Owensboro, Kentucky, 42303  
United States of America

Last Modified: 12/03/2019

Status: Open

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 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?

Country Heights Elementary was built in 1988 in eastern Daviess County. Our school serves 465 students preschool through fifth grade. We are a Title I school with a free/reduced percentage of 41%. Diversity by race and ethnicity is low at our school. Our school is also the home of the district's Hard of Hearing unit which also serves students from surrounding counties and a multiple-disabilities unit. We have 36 full-time certified teachers. In the past three years our school has had a significant increase in student population and staff size. The average years of experience and the level of certification for staff has decreased significantly in the past three years. We are a Leader in Me Lighthouse school. We promote leadership skills by teaching the 7 habits in a ubiquitous approach: our environment, curriculum, and school culture are built around empowering students with leadership skills. This is our ninth year as a Leader In Me school and we have renewed Lighthouse Certification two times. The school is working toward Lighthouse Legacy status.

#### School's Purpose

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

The purpose of Country Heights Elementary is to provide a quality educational experience for all students. The mission of CHES is to Build Lifelong Leaders and Learners. Our mission supports the district's focus on "Kid's First." The vision for our school is for Country Heights to be a school of High Academic Performance with a safe and nurturing learning environment where all leaders and learners thrive. Our staff believes all students deserve a quality education with high expectations. We strive to prepare students for the future. CHES is a Leader in Me Lighthouse school that focuses on the social/emotional development of our students.

#### 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.

This is our ninth year as a Leader In Me school. Our school completed LIM Lighthouse Certification for the second time in the spring of 2019. Our school has hosted various guest for the Great Minds curriculum as we have adopted several of the universal programs. CHES was renewed for the state RTA grant in the spring of 2019.

#### Additional Information

**CSI/TSI Schools 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.

We are not a CSI school.

#### Additional Information

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

Students and teachers at CHES have access to many resources to support academic achievement. All teachers and students use technology for instructional purpose. Classrooms are equipped with interactive boards, voice amplification, document camera. Primary classrooms have ipads and intermediate grades have Chromebooks. There is one computer lab, a media center that promotes literacy in the areas of language arts and technology, an art room, music room, and gym. We offer several after school clubs and teams: academic team, robotics, STLP, Girls Who Code, running club, choir, FCA, Husky Servant Club, Student Lighthouse Team.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: Comprehensive Improvement Plan for Schools\_SY2020

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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Last Modified: 12/13/2019

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

#### 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 between 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 five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

#### Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template




- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

Link for CHES 2020-21 CSIP attached

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">CHES 2020-21 CSIP</a>		•

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_SY2020

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

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

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

## I. Achievement Gap Group Identification

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

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

Gap group Spread sheet attached

### **ATTACHMENTS**

#### **Attachment Name**

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[Achievement Gap Group Identification](#)

## II. Achievement Gap Analysis

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

Our school has a positive overall climate and culture. Our school's two largest gap populations are the students with disabilities and the students with free/reduced status. All students with disabilities are included in all school-level activities and celebrations. The school works to meet the needs of students with disabilities on an individualized level. The school has a multiple disabilities unit that services students from across the district. Students are services through a variety of service models including- co-teaching, resources, and one self-contained unit.

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

In analyzing the gap trends from the previous two years, the gap for academic proficiency for students with disabilities and FR status continue to persist in both reading and math.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

However, students with disabilities did show a decrease in the percentage of students scoring novice. The school did not have a subgroup identified as a significant gap on the spring 2019 state assessment.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The analysis of the gap data indicates the gap groups are making progress in all content areas, but there is still a need to improve.

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

CHES has adopted a rigorous and challenging core curriculum in the area of reading and math within the last three years. This adoption and focus on a systematic focus for instruction has created some gaps in student learning and understanding, especially at the intermediate level where students did not have the background or prior experience with the rigorous instruction. The school has noted progress on student achievement in reading and writing as students have repeated exposure to prior skills and concepts. With the focus on the rigorous instruction, the staff is undertaking how to meet the needs of students with disabilities and struggling learners. Also, there has been a difficulty in getting special education teachers to be able to participate in the professional learnings in the past. We have started the Learning Extension schedule which allows for more flexibility and involvement with the process for all teachers. The school has also had difficulty with communicating student learning across multiple teachers. This year the school has continued the work around exploring standards-based grading and learning profiles. This work is going to allow teachers to be able to track student progress with learning . This has been implemented in the K-2 primary classrooms and will be implemented in the intermediate grades with one additional grade per year starting with third grade.

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

The process to address the needs of our gap students involves multiple stakeholders. The leadership team and the teachers are working to develop a deeper understanding of the rigorous curriculum through facilitated planning and student work analysis. Building the professional learning of all staff around meeting the needs of all students through intervention support continues to be a focus area for our school. Teachers and leaders are all involved with the work of the learning extension schedule to allow for professional learning, intervention and reinforcement of essential learnings, and the work around standards-based grading, the work of the core team with PBIS structures and SEL curriculum.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

The school's professional development plan and extended school service plan as it relates to our gap groups: \* adoption and implementation of Learning Extension Schedule to allow for collaboration and planning with special ed, regular ed, instructional coach, and interventionist \* RTA grant interventionist and plus one teacher training and support brought to all teachers \* co-teaching and resource training and on-going, job-embedded professional learning sessions for differentiation and ensuring rigor for students with disabilities \* ESS funds for interventionist to support gap students - primarily through the Learning Extension schedule \* intermediate intervention in the area of literacy



### III. Planning the Work

#### Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

CHES 2020-21 CSIP attached

#### **ATTACHMENTS**

##### **Attachment Name**

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 [CHES 2020-21 CSIP](#)

#### Closing the Achievement Gap

- Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
- Step 2: Complete your findings and answers.
- Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

CSIP attached

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Achievement Gap Group Identification</a>		• I
 <a href="#">CHES 2020-21 CSIP</a>		• III

## 2019-20 Phase Two: School Assurances\_SY2020

2019-20 Phase Two: School Assurances

### **Country Heights Elementary School**

Stacy Harper  
4961 Highway 54  
Owensboro, Kentucky, 42303  
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Last Modified: 10/22/2019

Status: Open

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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances

## Introduction

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

## Teacher Performance

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

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

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

- Yes**
- No
- N/A

## Title I Schoolwide Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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



- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

## Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

## Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A**

## All School Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: The Needs Assessment for Schools\_SY2020

2019-20 Phase Two: The Needs Assessment for Schools

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Last Modified: 12/03/2019

Status: Open

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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

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

CHES has a process for reviewing, analyzing, and applying data results. The process involves a variety of stakeholders throughout the process. The school's leadership team is the first to review the school-level data holistically. This data includes the state-level assessments as well as the internal learning data collected to monitor student learning. The leadership team includes principal, instructional coach, literacy intervention/gap specialist, classroom support specialist, and guidance counselor. All classified personnel were involved in the needs assessment process through surveys, data analysis and reflection protocols, and professional learning evaluations. Parents are involved in the school improvement process through participation with surveys and involvement with the Parent Lighthouse Team.

### **ATTACHMENTS**

#### **Attachment Name**

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2019-20 Needs Assessment



PLC discussion groups

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: On the 2019 state assessment data in the area of reading the P/D was 67.4% which was an increase from the previous year 2018, which was only 56.3%. (+11.1) On the 2019 state assessment data in the area of writing the P/D was 57% which was an increase from the previous year 2018, which was 20.3% (+36.7) On the 2019 state assessment data in the area of math the P/D was 58.5% which was a slight increase from the previous year 2018, which was 57.3% (+1.2) On the 2019 state assessment data in the area of science the P/D was 40.2% which was an increase from the previous year 2018, which was 33.9% (+6.3) On the 2019 state assessment data in the area of social studies the P/D was 43% which was an increase from the previous year 2018, which was 35.1 (+7.9) Non-academic Current State: The number of behavior referrals decreased

## ATTACHMENTS

### Attachment Name



[Spring 2019 State Assessment Data](#)

## Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**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.

In analyzing state and school level data, it was noted that our special education population has a higher percentage of novice as compared to other sub groups. There is limited opportunities for different levels of intervention especially in the area of math. The school recognizes a need for intervention programs to be systematic and aligned to the core instruction.

## Trends

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

In analyzing the state assessment data and school level data for the past three years, it was noted that reading and writing are the content areas with a strong positive trend, while math also indicates a positive trend. Data indicates an increase in the percentage of students scoring in the P/D range in reading, writing, and math.

## **ATTACHMENTS**

### **Attachment Name**

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[CHES KPREP Math Trends](#)



[CHES KPREP Reading Trends](#)

## Potential Source of Problem

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Several years ago the staff has completed work in the area of shifts in the core standards through Student Achievement Partners and moved to adopt and implement a solid curriculum that aligns and meets the rigor of the standards. The school now has the following universal curriculums: Great Minds Wit & Wisdom for literacy reading and writing, as well as Great Minds Eureka math for all grades, Great Minds PhD Science for grades 3-4-5, Wilson Foundations for literacy foundational skills in grades k-3. These curriculums have facilitated solid and systematic delivery model for instruction. The full impact of these curriculums is still developing as teacher professional learning continues to be focus area. Through the needs assessment process the school identified the areas for school focus will be in the area of using the data, especially with the sub-group focus, to provide support and intervention to meet the needs of students. The review also noted the need for intervention programs to systematic and aligned to core curriculums.

## Strengths/Leverages

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

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

In analyzing the state assessment data and school level data for the past three years, it was noted that reading and writing are the content areas with a strong positive trend, while math also indicates a positive trend. Data indicates an increase in the percentage of students scoring in the P/D range in reading, writing, and math. This data is reflective of the past several years where ELA has been a focus through universal curriculums and intervention programs. On the 2019 state assessment data in the area of reading the P/D was 67.4% which was an increase from the previous year 2018, which was only 56.3%. (+11.1) On the 2019 state assessment data in the area of writing the P/D was 57% which was an increase from the previous year 2018, which was 20.3% (+36.7)



## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-20 Needs Assessment		•
 CHES KPREP Math Trends		•
 CHES KPREP Reading Trends		•
 PLC discussion groups		•
 Spring 2019 State Assessment Data		•

## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools\_2020

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### **Country Heights Elementary School**

Stacy Harper  
4961 Highway 54  
Owensboro, Kentucky, 42303  
United States of America

Last Modified: 10/02/2019

Status: Locked

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## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### 2019-20 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 2019-20 diagnostics is as follows:

#### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

#### **Phase Two: October 1 - November 1**

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

#### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review\* Diagnostic

#### **Phase Four: January 1 - December 31**

- Progress Monitoring

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

Please enter your name and date below to certify.

Stacy Harper 10/02/2019



	the state assessment will move from 57 to 60% <b>20.3 to 30%</b>	Establishing Learning Culture and Environment	Implement a variety of writing opportunities for students- SWT, conferring, etc.									
	By May of 2020, the percentage of students performing at or above proficiency in science on the state assessment will move from 40.2% to 45%	Design and Deploy Standards	Develop deeper understanding of science and social studies standards with professional learning for teachers									
	By May of 2020, the percentage of students performing at or above proficiency in social studies on the state assessment will move from 43 to 50% <b>35.1 to 40%</b>	Design and Deploy Standards										
	By May 2020, 75% of kindergarten students will be performing at or above grade level in the areas of math and reading according to the benchmark assessments.	Design and Deploy Standards	Develop and Implement Essential Learnings with Proficiency Scales for mastery learning- SBG									
	By May 2020, 75% of first grade students will be performing at or above grade level in	Review, Analyze and Apply Data	Primary teachers will continue in a study of foundational reading skills and align the instructional practices for grades K-3 with a common systematic core curriculum- Foundations.									



	of repeat behavior referrals.	Establishing Learning Culture and Environment	Implementation of PBIS structures with CoreTeam and classroom/behavior support specialist facilitation										
	By May 2020, increase the number of students meeting LIM WIGS.	Design, Align and Deliver Support	Students will monitor thier personal learning and goal setting with the leadership data collection in Leadership Binder and will be promoted and communicated with a varitety of stakeholders through family events.										
The percent of students transition ready will increase.	By May 2020 Increase the percentage of 5th graders on grade level in Reading and Math as measured by the triangulated data.	Review, Analyze and Apply Data	Develop and Implement Essential Learnings with Proficiency Scales for mastery learning- SBG										
The gaps between subpopulations will decrease.	Increase the number of free/reduced students performing at or above grade level in the areas of reading and math by 10%	Review, Analyze and Apply Data	Analyze multiple points of data, including Benchmark, to inform instructional decisions for targeted intervention strategies for individual and small group instruction through the support of interventionist and RTA funded literacy specialist				\$7,000					\$50,000	
		Design, Align and Deliver Support	Review, design, and implement a schoolwide tiered intervention RTI framework										
	Increase the number of special education students performing at or above grade level in the areas of reading and math by	Design, Align and Deliver Support	Create intentional opportunities for students to receive feedback on student work and utilize technology support for student learning										
		Design, Align and Deliver Support	Professional learning in the areas of best practice strategies for instruction.					3032.64					



	Reading and math by 5%	Design and Deliver Instruction	Create a schedule to maximize instruction and intervention for students with special education services									
				\$ 10,397.5	\$ -	\$ 2,000.0	\$ 106,5	\$ -	\$ 978.00	\$ -	\$ 50,000.0	