2020-21 Phase Three: Executive Summary for Schools_SY2021

2020-21 Phase Three: Executive Summary for Schools

F T Burns Elementary School
Heather Newman
4514 Goetz Drive
Owensboro, Kentucky, 42301
United States of America

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. 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?

At Burns Elementary, we "Believe in Every Student" (BES). We strive to meet the needs of each child with our staff working in Professional Learning Community (PLC) teams. Seven PLC teacher teams work diligently to insure the individual academic growth for every child. Burns has an Early Learning Center with six classrooms that focus on the learning of students ages 3 through kindergarten. Our current k-5 enrollment is 400, and preschool has 45 students, with a total faculty and staff of 80 members; including Principal, Assistant Principal, Instructional Coach, School Counselor and Interventionist. Burns Elementary is located in the center of Daviess County Public Schools geographic district. The elementary school shares a campus with FT Burns Middle School. The student population is comprised of over 68% of students needing federal assistance for breakfast and lunch; 17% of students are English Language Learners, and 35% of students are comprised from minority groups.

. 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 Burns Elementary is to provide a quality educational experience for every child. "Kids First" drives the instruction and learning opportunities for every student and adult in our school. We have an overall goal and mission statement to address high expectations, no excuses, and individual learning. We provide positive growth experiences beginning with children age 3 in preschool, continuing through fifth grade. We believe our primary purpose is academic achievement and providing a unique learning experience for every child. Our goal for the future is that all students will develop the ability to make informed choices and possess a strong self-concept; experience personal growth in physical, mental and emotional wellness; and use both oral and written communication effectively. These efforts and purpose will prepare students to be college and career ready as young adults. Our mission at Burns Elementary is to provide opportunities that empower all students to achieve their full potential and become life-long learners by holding high expectations in a safe and positive environment. The faculty and staff worked collaboratively to develop the mission of the school. Our vision is to provide a safe environment that fosters the love of learning. We do this by building character,

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creating positive relationships, and striving to achieve academic excellence with our students so they become respectful, productive citizens in society. The mission and vision is revisited annually to keep our focus on the students. Our facility has much to offer students. We have a computerized media center, three computer labs, and iPads/computers in every classroom. Classrooms have multiple computers with printer and internet access, EPSON interactive projector, document camera, and voice amplification system. We address needs of children in programs such as Title 1, Reading Recovery, and three areas of special services. We have a Family Resource Center, active PTO membership and volunteer program. We have continuous support and involvement from students of Kentucky Wesleyan College, Western Kentucky University-Owensboro, and Brescia University.

. 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.

Academic Achievements: In years past, 2014-2015, Burns Elementary was a designated Distinguished School based on Unbridled Learning Assessment results. In 2016-2017, school scores were not reported due to changes and transitions to the assessment and accountability model. In 2018, Burns Elementary was classified as an OTHER, surpassing the indicators/cut off scores in all three areas: proficiency, separate academic, and growth. In 2019, Burns Elementary was rated a 3 STAR school, based on the overall accountability score of 69.2. In 2020, KDE approved a waiver to bypass standardized testing due to COVID-19. The Burns Elementary community is proud of the continued outstanding achievement that is recognized through the state of Kentucky. Other Achievement: For the 2019-2020 school year, Burns Elementary was awarded the Bronze Status/Level Fidelity PBIS (Positive Behavioral Interventions and Support) based on fidelity of implementation and outcome data. PBIS is an evidence-based, proactive approach to teaching and reinforcing behavioral expectations with a goal of improving student behavior, maximizing instructional time and increasing student engagement, while also promoting an overall physically and psychologically safe school culture and climate. Areas of improvements for Burns Elementary School, over the next three years, in positive growth and grade level proficiency in the areas of ELA and math. Continued efforts will include focus areas for all populations, including students needing federal assistance for free and reduced lunch, English Language Learner students, and minority groups. Areas of Improvement: Focus on the tiered approach to address academic and behavior concerns equipped with evidence based interventions to close gaps.

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

N/A

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

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase One: Continuous Improvement Diagnostic for Schools_SY2021

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

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

Please enter your name and date below to certify.

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Heather Newman, 9-21-20

2020-21 Phase Two: The Needs Assessment for Schools_SY2021

2020-21 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, 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.

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Protocol

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

The following is the process used for reviewing, analyzing and applying data results: Burns Elementary functions as a Professional Learning Community (PLCs), made up of individual PLC teams. PLCs meet weekly and each meeting is guided by an agenda. Each member of the Burns Elementary staff had opportunity to participate in the Needs Assessment process. During the month of October, PLC teams held discussions focused on the strengths and areas of growth for our school. Teams were able to make suggestions and recommendations based on data and observations. On October 21st, all PLC teams submitted their Needs Assessment data/documentation to the Leadership Team. The Leadership Team also meets weekly. Discussions/meeting was hosted to analyze and synthesize all information and data received from the grade level PLCs. Common issues, trends, and concerns emerged from the Needs Assessments. PLC grade level Leaders are: Kirsten Ward, Kindergarten; Sara Knight, 1st Grade; Alicia Wilkerson, 2nd Grade; Lisa Greer, 3rd Grade; Celsey Hardesty, 4th Grade; Chris Cook, 5th Grade; Paige Harvey, Special Services; Sarah Nell-Martin, Related Arts. Leadership Team Members: Heather Newman, Principal; Brandy Bishop, Assistant Principal; Wendy Cooper, Instructional Coach; Kelli Fueger, School Guidance; Larkin Wetzel, Interventionist.

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Current State

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

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

(Carry over)...Current Academic State: (2018 State Assessment results): Current Academic State: Fifty-nine percent (59%) of our students scored proficient/distinguished in reading compared to the district average of 58% and the state average of 54%. Sixty percent (60%) of our students scored proficient/distinguished in math compared to the district average of 56% and the state average of 49%. Fort-one percent (41%) of our students scored proficient/distinguished in science compared to the district average of 34% and the state average of 32%. Forty-seven percent (47%) of our students scored proficient/distinguished in writing compared to the district average of 46% and the state average of 47%. FALL 2020...Current Academic (Fall 2020 MAP Data)- No data Spring 2019 due to COVID-19: - Twenty-nine percent (29%) of students in grades 3,4,5 are proficient/distinguished in Reading - Seventeen percent (17%) of students in grades 3,4,5 are proficient/distinguished in Math (Carry over)...Non-Academic Current State: Eighty-eight percent (88%) of students met or exceeded PBIS school expectations. Ninety-six percent (96%) teacher attendance rate (classroom teachers only). FALL 2020: Non-Academic Current State: IMPACT Kentucky Survey Eighty-eight percent (88%) of teachers readiness to address issues of diversity. Score is higher than district and state average. Eighty-seven percent (87%) of teachers perceive faculty and staff

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relationships with school leadership as positive. Score is higher than district and state average. Area of Improvement: Sixty-one percent (61%) of teachers perceptions of adequacy of school's resources. Score is higher than district and state average, but the lowest category on the IMPACT Survey.

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Priorities/Concerns

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

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

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

Carry over- no spring 2020 data due to COVID-19....According to 2019 KPREP data: Sixty-two percent (62%) of our students with disabilities score novice or apprentice in math. Sixty-nine percent (69%) of our students with disabilities scored novice or apprentice in reading. Sixty-five percent (65%) of our ELL students scored novice or apprentice in reading. Math is an area of content concern, with only 17% of students scoring at the Proficient/Distinguished level, according to Fall 2020 MAP Data.

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Trends

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

Academic: Reading - Students scoring proficient/distinguished in reading took a slight dip (2017 - 52%, 2018 - 64%, 2019 - 59%) according to KPREP data. This can be attributed to the implementation of a new curriculum. Math - Students scoring proficient/distinguished in math also dipped (2017 - 52%, 2018 - 70%, 2019 - 60%) according to KPREP data. This can be attributed to the implementation of a new curriculum in 3rd grade. ---FALL 2020--- Math is an area of improvement, due to significant gaps in learning as a result of school closure in spring, due to COVID-19. Cultural According to the School Culture Triage Survey over the last two years, one area for improvement is affiliative and collegial relationships - teachers and staff visit/talk/meet outside of the school to enjoy each other's company. Intentional efforts by the leadership team are being implemented this school year: lunch out with team during the school day and professional development days, Family Fall Frenzy Hayride, Nighttime school events including staff families, and opportunities for grade level teams to take on leadership roles in school/community events. ---FALL 2020--- Impact Survey results: Resources is an area for improvement: technology within the school needs to be updated, access to technology for instruction is a need, and teachers spending their own money in their classrooms. Behavioral Seven percent (7%) of our students received a behavior referral during the 2018-2019 school year. (35 students) Although behavior events doubled from the 2017-2018 school year, this is due to an increased focus to document all behavior incidents in Infinite Campus to provide targeted behavior support. ---Spring 2020--- COVID-19...no behavior data or PBIS to report. August 2019 to February 2020- 91% of students were meeting schoolwide behavior expectations for universal Tier 1 practices. Tier 2 or 3 interventions were implemented for students requiring additional support in order to be successful in the classroom.

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Potential Source of Problem

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

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

KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support

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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%.

Carry-over (COVID-19...no new state assessment data): The percentage of students with disabilities that scored proficient/distinguished in math increased from 26% in 2018 to 37% in 2019. The percentage of students scoring proficient/distinguished in writing increased from 20% in 2018 to 47% in 2019. August 2019-February 2020- The PBIS schoolwide initiative was met with fidelity at Tier 1, with the BRONZE achievement for implementation.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⬜ Needs Assessment 2020-2021		•
⬜ Needs Assessment 2020-2021 PLC Responses		•

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

. Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Group spreadsheet attached.

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II. Achievement Gap Analysis

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

The trends at Burns Elementary for the last few years has consisted of a diverse student population including eleven languages, 35% minority, 19% English Language Learners, 15% students with disabilities, and 69% of students receiving free and reduced lunches. The trend data shows these numbers increasing over the years and our school has continued to show academic success through various on-going initiatives. Given that 85% of students are considered GAP students, teachers continue to engage in professional learning, share and implement best practices in their classrooms, and hold high expectations for all learners. Teachers frequently analyze individual student data to promote academic growth and plan effective assessments to determine next steps in learning. However, our school has also found that building on-going positive relationships with or students has been the most essential factor in school success. The culture at Burns Elementary is a shared, collaborative team approach in success for all students. Our staff works to promote academic and personal growth in each of our students no matter their background or ability. This process is done not only through individual efforts but also a collaboration between staff and other stakeholders within the school.

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

Gap trends and data shows the following: More growth and higher academic performance for all gap students in math. Area of focus for all gap students continues to persist in ELA.

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.

Based on the School Report Card from 2015 and 2016, several gap groups have shown improvement. The number of students performing at proficient and distinguished in Math increased for African American, Hispanic, and Asian students. The number of students performing at proficient and distinguished in Reading rose for students with Disabilities.

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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.

Based on the School Report Card from 2015 and 2016, several gap groups have lacked progression. The number of students performing at proficient and distinguished in Reading dropped for African American, Hispanic, Asian, and ELL students. There was also a lack of progression in Math for Free/Reduced students and ELL students.

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

The data shows achievement gaps in reading for our students. The conditions preventing growth in closing achievement gaps in reading can be attributed to a previous lack of a schoolwide ELA curriculum focused on the Shifts in the Common Core. In 2017, BES adopted and implemented a schoolwide ELA curriculum (Wit & Wisdom) in grades K-5. Due to COVID-19, we are lacking current and consistent data to demonstrate progress in closing achievement gaps in Reading and ELA. When daily in-person instruction resumes, data will be collected and analyzed to determine areas still needing improvement.

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 used for continuous improvement in ELA and planning for all our students, including closing the achievement gaps were as follows: - Schoolwide data analysis of ELA - Teachers engaged in teacher-led book studies to research best practices in ELA- 5 research based books studies were jigsawed among the faculty. - ELA teachers created a ELA framework from the beliefs that were created. -Using the ELA Framework, we searched for curriculums that would best support that instruction. -Visited schools and piloted crriculum materials. -Adopted Great Minds Wit and Wisdom ELA curriculum. - Year 1 PD Focus- Fidelity (All PD was focused on how to correctly implement the program. We had Grade Level Book Walks to get the whole faculty involved with the curriculum. We also partnered with a sister school and met in grade level teams to complete Module Studies for each of the four modules.) -Year 2 PD Focus- Customization (How do we take this "scripted" curriculum and make it our own. What are the non negotiates in the lessons?) -Year 3-4 PD Focus- Differentiation and Interventions - School visits and walkthroughs conducted by teachers to see other ELA curriculums and programs in other schools

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- Literacy committee formed - Teachers experiments and utilized various lessons and curriculums to determine best program for our students. - Literacy committee shared recommendations with faculty and SBDM Council - Schoolwide implementation focused on Fidelity - Schoolwide implementation focused on Customization - Schoolwide implementation focused on Intervention - Adoption of EL Phonics (K - 2)

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.)

School wide professional development plan includes continued implementation of current curricula in Math and ELA, teacher professional learning in utilizing data and planning effective supplemental and intensive interventions, and ELA foundational skills in grades K-2. Schoolwide professional development and learning next year will be focused on MTSS - interventions in closing achievement gaps. Math - Implementation of math program - Eureka in all grades. Math Clubs in intermediate grades will be offered to students for targeted assistance and support, and morning content support rooms will be offered for all students needing additional remediation and instruction. Reading - Implementation of reading program - Wit & Wisdom in all grades. Grades K-2 will be implementing a EL Phonics program to build foundational skills, a Primary Interventionist will be utilized in grades K-2, and morning content support rooms will be offered for all students needing additional remediation and instruction.

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III. Planning the Work

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

Reading - School goal is to increase proficiency in Reading. Reading is a focus across the building with support and resources established to accomplish the goal of adequate reading growth for every child and providing technology to support teacher instruction. Support will be provided to staff in the areas of building knowledge, critical thinking, comprehensive strategies, targeted reading support, and aiming to fulfill the BES mission. Classroom support will be provided through the Plus 1 teacher and Interventionist in 2nd grade with the goal of all students reading on grade level by 3rd grade. Reading content meetings will be scheduled four times per year and PLC Agendas will be utilized and evidenced as Reading focused. Math - School goal is to increase proficiency in Math. While our overall trend data supports a relative strength in Math for all subpopulations, a focus across all grade levels will be integration of interventions. Due to COVID-19, we are lacking current and consistent data to demonstrate progress in closing achievement gaps in Math. When daily in-person instruction resumes, data will be collected and analyzed to determine areas still needing improvement. Support will be provided to staff through the MTSS Framework.

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

See attached CSIP 2020-2021.

ATTACHMENTS

Attachment Name

⊞ Achievement Gap Group 2020-2021

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⊞ 2020-2021 C-SIP, Burns Elementary	2020-2021 C-SIP, Burns Elementary	• III
⊞ Achievement Gap Group 2020-2021	Achievement Gap Group 2020-2021Spreadsheet	•

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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

    1. What is the school's mission?

Our mission at Burns Elementary is to provide opportunities that empower all students to achieve their full potential and become life-long learners by holding high expectations in a safe and positive environment. Through the PLC (Professional Learning Community) teams, the mission and vision of BES is re-visited yearly, keeping the focus on student success and achievements.

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

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

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Needs Assessment attached. Based on the Impact Survey results (Spring 2020), the area of highest improvement is resources. The teachers' perceptions of the adequacy of the schools resources is 61%. The overall goal of this standard is providing equity for all students and staff. Interventions is another area of improvement needed for professional development to support continuous improvement and future implementation of MTSS (Multi-Tiered System of Supports) framework.

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

School Goals 2020-2021 attached. The top two priorities for professional development relate directly and are congruent to the school goals for 2020-2021. For the school goals, Academics, Resources and Professional Learning Opportunities are key indicators for areas of focus. Interventions is an indicator and will be included under both sections of School Goals: Social-Emotional Support and Academics (MTSS). Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. District and schoolwide training for teams is currently moving forward with overall MTSS team structure, processes, interventions, and procedures. The plan is for the school team to train our teachers with the district process, and the end goal of school professional development on processes and implementation when ready.

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

The overall goal of the resources standard is providing equity for all students and staff. In the effort to support continuous improvement, the objective is improvement and utilizing technology to enhance and support digital and hybrid learning is a priority within our school (49% of teachers marked this as a need). Professional development will be provided to teachers with the following: teacher Chromebooks, Google training, KYTE Technology training videos, InSync videos, AFFIRM (digital resource for math). The modeling of digital resources will occur during online professional development.

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

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Our teachers will incorporate various means of technology to enhance instruction: Flip Card, Near Pod, Ed Puzzle, Jam Board, Padlet and other sources to increase student engagement.

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

As teachers acquire confidence in the implementation and utilization of various technologies, indicators of success will include increased student participation and demonstration of student knowledge and learning.

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

The targeted audience for professional development will include all classroom teachers and designated classroom assistants who facilitate classroom and small group lessons.

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

This professional development will ultimately impact students through enhanced educational opportunities. Teacher preparedness and best practices will increase student engagement and interactive ways for students to demonstrate their learning. Teacher confidence will rise with the increased knowledge of resources.

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

New technology hardware and software were a need indicated on the 2020 Impact Survey. Therefore, funding and materials will be needed to fulfill the indicated need. Time will be an important resource for these professional development opportunities. Staff will need time to be trained on how to effectively use the new equipment/resources and then they will need time to determine how to effectively use the resources in classroom instruction.

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

After the initial professional learning opportunities, follow up opportunities will need to be utilized for teachers. These teachers will engage in facilitated reflection activities after being given the opportunity to utilize the new resources. The

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opportunities will allow teachers to build a professional community by sharing their successes with the resources, but also a time to troubleshoot their troubles with the resource.

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

One way the resources professional development opportunities will be monitored for implementation is through teacher lesson plans and classroom walkthroughs/ pop-ins. The leadership team will be responsible for monitoring this evidence on a monthly basis. This evidence will be provided for staff during a faculty meeting once a month.

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

The overall goal of Interventions is first to provide professional development for MTSS, a Multi-Tiered System of Supports, which is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS takes a proactive approach to identifying students with academic or behavioral needs and then provide support and interventions, as needed. District and school-wide training for teams is currently moving forward with overall MTSS team structure, processes, interventions, and procedures. The plan is for the school team to train our teachers with the district process, and the end goal of school professional development on processes, implementation, and interventions, when ready to start the framework.

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

The intended results of interventions for MTSS will focus on the areas of academics (ELA and Math) and behavior (SEL). The goal is for all interventions to have a systematic approach for selection and an effective data tracking system to monitor progress. Through collaboration, the Tier II team will analyze data and make actions plans for students. The belief is that all students can be successful when intentional interventions are integrated into the student's plan.

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

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The indicators of success is a two part goal. First, it is essential that teachers acquire knowledge and have the ability to articulate evidence based interventions. By categorizing effective interventions into a tiered approach, effective plans can be created for student success.

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

The targeted audience for professional development is all classroom teachers. Other staff members assisting in interventions for students will receive the necessary professional development as well.

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

All stakeholders involved in the implementation of MTSS will be impacted through this process. However, students are the primary focus of the intended results.

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

The resources needed for support will be continued involvement in the MTSS Cohort 1 DCPS model through a collaboration with Kentucky ABRI. Time will be a huge component in the creation, delivery, and implementation of professional development. Funding sources will be utilized when implementing specific professional development, either for academic means or behavior means. Organizational management, including staff and schedules, is essential in all phases of professional development.

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

Continued support from Kentucky ABRI and district supports will be primary for successful implementation. At the school level, academic and behavior committees will meet monthly to continue their work with MTSS and student success. Faculty meetings, PLC grade level meetings, and content meetings will assist in the delivery and implementation of interventions.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of

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data analysis.

Professional development will be monitored through the development of focused agendas and the communication to all stakeholders involved. Student data drives the interventions in the individualized student plans. The monitoring and analysis of student data will be utilized by appropriate MTSS committee members. This process will occur on an as needed basis.

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

N/A

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F T Burns Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
▯ Needs Assessment 2020-2021	Needs Assessment 2020-2021	•
▯ School Goals 2020-2021	School Goals 2020-2021	•

2020-21 Phase Two: School Assurances_SY2021

2020-21 Phase Two: School Assurances

F T Burns Elementary School
Heather Newman
4514 Goetz Drive
Owensboro, Kentucky, 42301
United States of America

Table of Contents

2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

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

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

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

COMMENTS

Title I Schoolwide Programs

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

- ● **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

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

- ● **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

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

- ● **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

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

- ● **Yes**
- ○ No

○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

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

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

COMMENTS

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

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

COMMENTS

Title I Targeted Assistance School Programs

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

     ○ Yes
     ○ No
     ● **N/A**
  COMMENTS

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

     ○ Yes
     ○ No
     ● **N/A**
  COMMENTS

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

     ○ Yes
     ○ No
     ● **N/A**
  COMMENTS

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

     ○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

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

○ Yes

○ No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

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

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

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

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

All School Programs

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

- **Yes**
- No
- N/A
  COMMENTS

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

- **Yes**
- No
- N/A
  COMMENTS

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

- **Yes**
- No
- N/A
  COMMENTS

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

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

- **Yes**
- ○ No
- ○ N/A
  COMMENTS

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

- **Yes**
- ○ No
- ○ N/A
  COMMENTS

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

- **Yes**
- ○ No
- ○ N/A
  COMMENTS

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

- **Yes**
- No
- N/A
    COMMENTS

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

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- No
- N/A
    COMMENTS

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

- **Yes**
- No
- N/A
    COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

- **Yes**
- No
- N/A
COMMENTS

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

- **Yes**
- No
- N/A
COMMENTS

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

- **Yes**
- No
- N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Comprehensive School Improvement Plan
Burns Elementary School
January 2020- January 2021

Goal	Objective	Strategy	Activity	Flex Focus	Flex Focus	Flex Focus	Title I	Title II	District ELL	SEEK	Other	Flex Focus	Flex Focus	Flex Focus	Title I	Title II	District ELL	SEEK	Other
							Funding 2019								Funding 2020				
The percent of students proficient will increase.	Students will demonstrate an increase in profiency in Mathematics as measured by the normed assessments.	Design and Deliver Ins	Teachers will utilize Math Whizz to support and supplement the regular math instruction				$ 10,000.00								$ 10,000.00				
The percent of	Students will demonstrate an	Design and Deliver	Teachers will utilize a research based							$ 5,000.00									
The percent of	Students will demonstrate an	Design and Deliver	Teachers will utilize a reseach based				$ 8,428.36												
The percent of	Students will demonstrate an	Design, Align and	Teachers will utilize LEXIA program in				$ 12,000.00								$ 12,000.00				
The percent of	Strengthen current instruction in	Design and Deliver	Teachers will utilize phonics program																
The percent of students proficient will increase.	Students will demonstrate an increase in profiency in Science as measured by the normed assessments.	Design and Deliver Instruction	Teachers will utilize a research based science curriculum, PhD Science, grounded in the NGSS Standards.				$ 4,000.00												
The gaps between	Increase percent of students on	Design and Deliver	To provide a reading intervention.						$ 12,863.00		$ 49,000.00							$ 12,863.00	$ 49,000.00
The percent of	School leadership PLC and grade	Review, Analyze and	To provide professional learning.																
The percent of	Teachers will meet a minimum of	Establishing Learning	To provide professional learning.																$ 2,000.00
The gaps between	Increase the percent of ELL	Design and Deliver	An instructional assistant will be						$ 12,882.00										
The gaps between	Students performing below grade	Design, Align and	Interventionist/Assistant for ELA.	$ 4,626.00															
The percent of	Students performing below grade	Design, Align and	Afteroon content support for students a	$ 2,000.00															
The gaps between	Students performing below grade	Design, Align and	Small group instruction- ESS assistant	$ 7,000.00															
The percent of	Classroom enrollment will be	Establishing Learning	Three and half teachers hired to reduce				$ 180,000.00												
The gaps between	To increase parental involvement	Establishing Learning	Parental Involvement activities and				$ 2,000.00												
The gaps between	Due to percentage of GAP	Design and Deliver	GAP Coordinator will co-teach and																
The gaps between	Due to percentage of GAP	Design, Align and	GAP Coordinator will utilize Exploration	$ 3,688.73															
The percent of	Teachers will improve their craft	Design and Deliver	Teachers will share best practices,																
The percent of	Transition to middle school: The	Design, Align and	Teachers will provide afterschool																
The percent of	At least 80% of all students will	Establishing Learning	Staff will implement Tier 1- PBIS																
The percent of	Students with disabilities	Design, Align and	Regular and special education teachers																
				$ 13,617.78			$ 266,264.16	$ -	$ 27,027.00	$ 68,545.02	$ 49,000.00	$ -	$ -	$ -	$ 22,000.00	$ -	$ -	$ 12,863.00	$ 51,000.00