



2020-21 Phase Three: Executive Summary for Schools_SY2021

2020-21 Phase Three: Executive Summary for Schools

Deer Park Elementary School
Robin Nalley
4959 New Hartford Rd.
Owensboro, Kentucky, 42303
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. 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?

Deer Park is home to 477 students preschool through fifth grade: 400 in person students and 77 virtual students. The school is located in a suburban area of Owensboro, Kentucky. DCPS schools have a tradition of excellence with a supportive and progressive Board of Education. Students come from a diverse socioeconomic background. With 58% of the students qualifying for free/reduced lunch status, Deer Park is a school wide Title I institution. Title I initiatives, along with our Family Resource Center, migrant program, and English Learner supports reduce barriers to learning and ensure students are provided equal opportunities for learning. The faculty and staff at Deer Park are devoted to the individual growth of every student. This devotion joined with our SBDM Council activities, PLC work, and PTO efforts establishes a model of continuous improvement as we refine and improve our practices in instruction and learning. Deer Park utilizes community experts and DCPS partnerships to enhance learning. These partnerships include art venues, community based learning experiences, and institutions of higher learning. Additionally, Deer Park has an active parent volunteer program...up until Covid happened.

. 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 Deer Park Elementary is to ensure all students thrive and grow while receiving a well-rounded education. The mission of Deer Park Elementary is to provide quality opportunities for all students to think, learn, succeed, care and contribute. Our daily planning and instructional focus are consistent with this vision and mission. Personalized goals are set for every child in reading and mathematics. We celebrate successes through school assemblies, special luncheons, certificates, school news recognition and various group reward activities. We embrace opportunities to improve our school, our community, our state, our country, and our world through grade level and individual service projects.

. 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.

Deer Park typically performs well on state assessments. However, Covid gaps are real. Grade level MAP data (from Fall 2019) indicates that the majority of students perform at or above grade level in both reading and mathematics. Point of growth centers around raising the level of rigor in ELA and Math classrooms. We want to help students learn the value of completing a task to the best of their ability embracing our school slogan of “work hard, get smart.” We will continue to evaluate the effectiveness of current RTI processes and practices. Determining the best action plan for assisting students that need extra supports. We are currently in the process of implementing MTSS, combining multiple systems for a seamless interaction with students.

. **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.

NA

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

Deer Park staff is dedicated to providing an excellent education for students. The academic experience for Deer Park students is more than a test score. The convergence of talented, dedicated faculty, supportive board office and involved parents creates a unique community of learners and a place where excellence is a habit.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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.

Robin Nalley September 28, 2020



2019-20 Phase Two: The Needs Assessment for Schools_SY2020

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

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?

Using assessment results in MAP and KPREP, Deer Park faculty and administration focused on analysis that would uncover areas needing additional focus in order to raise achievement levels for students. We look at subgroups that performed well, subgroups that did not perform well, and tried to find trends that would explain differences in performance levels of each group. Through PLC work and during school data days, teachers reviewed student performance at each grade level and longitudinally to discover trends with each content area. Grade level teams set SMART goals for reading, writing and mathematics. Intervention data is monitored regularly. Grade level teams meet with the Vice Principal each month to review RTI data and to review current interventions (level 1, 2, and 3). Teachers meet weekly with the school's instructional coach. Teachers work in content and grade level PLC groups at least 2x a month. Progress of student learning and data is reviewed at each SBDM meeting. Parents are invited to review their child's data each semester through conferences.

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.

Deer Park continues to perform well on both MAP and KPREP. Strengths with KPREP: Overall reading proficiency increased in KPREP from 62%-67%. We had a huge gain in writing KPREP proficiency, 36%-57%. Subgroup data showed an increase in English Learner proficiency in both reading and mathematics. Reading went from 28% to 34% and math increased 28% to 33%. Students with disabilities proficiency also increased in both reading and mathematics. Reading proficiency went from 32% to 42% and math proficiency increased from 19% to 26% proficiency. ELA scores increased for the free and reduced subgroup. Writing scores increased from 28% to 55% proficiency and reading percentages went from 47% to 56%. Strengths with Fall MAP: For both reading and mathematics and across grade levels K-5, 65%-70% of students are performing at or above grade level RIT scores.

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.

KPREP Concerns: While the Asian subgroup stayed in the same in reading proficiency (30%), the subgroup went down in mathematics from 47% to 35% reaching proficiency. Mathematic proficiency also decreased with the Hispanic and African American populations. The Hispanic subgroup decreased from 25% to 20% proficiency; while the African American subgroup went from 35% to 31%. Social Studies proficiency went down from 47% to 43%. MAP Concerns: Several grade levels have 10%-17% of their students working more than 1 grade level below their peers. The biggest area of concern is second and third grade reading. Reading assistants are used in during primary reading instruction to support small group learning...but we have to figure out more ways to help!

Trends

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

1. Precise and timely interventions need to be enhanced for gap students. We continue to make strides with intervention by designating specified time in the master schedule and providing resources, both human and capital. A level of intensity still needs to be established along with varied methods and strategies of interventions. The 25-30 extra minutes of small group focus time in the afternoons is not enough time for students to receive the instruction they need to catch up with their peers. We need to continue to find ways to differentiate activities during the regular content times. 2. We still have a high percentage of students falling into the Apprentice range in KPREP. Building student perseverance and confidence is key. Student and class goal setting are needed to encourage motivation and growth. 3. Teachers are in the first year of implementing Expeditionary Learning Foundations work around phonics and grammar; and only in the 2nd year of the EL curriculum. Training, time and resources are still needed to implement the program to its fullest intent. 4. Math proficiency decreased with several subgroups. Students in subgroups need extra guidance and modeling for writing open responses and short answers to a proficient level.

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](#)

Design and Deploy Standards Focus: Continue to review and revise grade level standards documents. Design and Deliver Instruction Focus: Professional development to help teachers differentiate between cognitive versus passive engagement. Design and Deliver Assessment Literacy Focus: Creating common assessments and determining the "must haves" for standards based grading. Review, Analyze and Apply Data Focus: Continue data days and looking at student work during grade level PLC time. Design, Align and Deliver Support Focus: Teachers need more RTI training to support students in tier 2 and 3. Establishing Learning Culture Focus: Continue training around social emotional learning and connecting with hard to reach students.


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%.

KPREP and MAP strengths were detailed in the current state section. Other leverages of the school include daily common planning for grade level teachers and weekly PLC work. During PLC time with the instruction coach, teachers continue to revise grade level standards documents and develop common assessments. Current PLC work is priming the way for standards based grading in the near future. We also continue to improve strategies and supports given around social and emotional learning. The school "Pass" initiative helps students redirect their words and actions while maintaining their presence in the classroom when possible.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 DPES Needs Assessment 2019	Data gathered from multiple stakeholders detailing work around the key core work processes	•



2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021

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.

See Attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Deer Park has a diverse population. We celebrate and encourage uniqueness and individuality among all ethnic and socioeconomic groups. Deer Park is a school-wide Title I school with 58% free and reduced population; 20% of the population qualifies for special education services and 11% of students are served through EL supports. GAP groups are targeted and supported during grade level intervention time. Each grade level has 25-30 minutes of scheduled intervention each afternoon. Extra support staff are provided to work alongside classroom teachers during this time to work with small groups of students.

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

While improvements are being made with gap populations, unfortunately, they still are not performing or progressing at the same rate as same age peers.

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.

Gap successes the last two years of KPREP (2018 & 2019): Subgroup data showed an increase in English Learner proficiency in both reading and mathematics. Reading went from 28% to 34% and math increased 28% to 33%. Students with disabilities proficiency also increased in both reading and mathematics. Reading proficiency went from 32% to 42% and math proficiency increased from 19% to 26% proficiency. ELA scores increased for the free and reduced subgroup. Writing scores increased from 28% to 55% proficiency and reading percentages went from 47% to 56%. Hispanic proficiency increased from 50% to 59% in reading.

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Attachment Name

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.

Gap concerns as represented in KPREP for 2018 & 2019: While the Asian subgroup stayed in the same in reading proficiency (30%), the subgroup went down in mathematics from 47% to 35% reaching proficiency. Mathematics proficiency also decreased with the Hispanic and African American populations. The Hispanic subgroup decreased from 25% to 20% proficiency; while the African American subgroup went from 35% to 31%. The free and reduced population remained the same in mathematics.

ATTACHMENTS

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

1. Time is our biggest road block or barrier. The bulk of an elementary classroom schedule is designated for reading and math instruction, with the regular content sessions taking place in the morning. After lunch when intervention time occurs, students are starting to fizzle out for the day. 2. Interventionist are also needed to help give supports to students in small groups. Students performing more than 1 grade level below their peers needs extra help every day, Monday through Friday. One classroom teacher can not meet students' varying needs/demands. 3. Interventions take time and dedication on both the student and teacher's part. A systematic process for interventions needs to be developed so teachers feel more comfortable and supported with the process.

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.

All teachers complete a needs assessment survey for their grade level. Parents are asked for input via questionnaires and council meetings. Staff have the opportunity to discuss both grade level and content area concerns during professional learning and PLC work.

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.)

Educators are always learning and developing as experts in the profession. The top two areas of training for Deer Park staff will be implementing MTSS and developing a solid reading foundation for early learners (K-2). Professional learning and PLC efforts will also center around curriculum, common assessment work, and building teacher capacity promoting social emotional learning. Data days are invaluable for analyzing student work and grade level trends to better plan next steps of action. Regular training concerning best practices will continue as well.

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).

The main academic goal for any school is for students to meet or exceed proficiency on grade level work. DPES teachers diligently work on standards rich content and create common assessments to evaluate student progress. Title I funds allow para-professionals in reading classrooms to support a workshop model of instruction. Interventions are given to students who struggle and need more time to process the content. Data binders are kept by teachers and students. Student profile sheets are kept from one grade level to the next to help identify patterns or concerns in an individual student's growth or lack thereof.

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 Goal Builder attachment

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 DPES Gap Groups		• I
 DPES Goal Builder and Funding Sources		• III
 GAP Group KPREP Analysis		• II.C • II.D



2020-21 Phase Three: Professional Development Plan for Schools_SY2021

2020-21 Phase Three: Professional Development Plan for Schools

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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?

Deer Park Elementary School holds the vision that all students can achieve, succeed and contribute. The mission of DPES is to provide quality opportunities for all students to: think, learn, achieve, succeed, care and contribute.

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?

1) Implementing multi-tiered systems of support to better meet students' individual needs. This includes blending RTI and PBIS which will mean a shift in thinking for teachers. 2) Teacher training on foundational skills needed to develop robust readers.

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

Covid complications/stress and alternate learning modes has widened gaps in students' learning and progress. We see student scores falling from prior years. Student stamina is not as strong. Developing life long readers is always a plus; but it is critical that students read on grade level by the time they leave second grade. Reading on grade level affects growth in all other content areas. As educators, we must know and understand what it takes to be a solid reader and help students to reach that goal. Differentiation has been a buzz word in education for more than 30 years; and yet, we still don't have it mastered. Meeting students' individual needs is imperative to their growth, yet daunting for a teacher when there are numerous learning levels in one classroom. Developing a strong system of support through MTSS is critical.

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.

Goal 1-Implementing MTSS 1-Teach staff what MTSS is and how it connects/differs from PBIS and RTI. 2-Complete district training of MTSS 3-Developing a better understanding of the relationship between academic skill and behavior 4-Creating assessment and evaluation plans to support the school wide MTSS plan 5-Searching for and deciding on best practices for each tier of support in all areas (social, academic, behavioral). 6-Finding ways that school and district MTSS efforts best combine 7-Learn from other school districts that are successful with MTSS 8-Reflect and plan for more

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

To develop of system of support at the school level that provides a seamless support to students. MTSS places the challenge or responsibility of diagnosing students' need with a team approach, eliminating some of the frustration if an educator doesn't know how to help a child. Teachers will have a better understanding of how academics and behavior go hand in hand.

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.

Developing an MTSS team and plan will take time. We will be working on this goal for several years. Success will be marked via: staff surveys from training days, development of an actual MTSS schoolwide plan, using common language among staff with the various levels of MTSS, creating a positive culture for change as we embark on the work, when staff feel excited about the steps to help students grow even though it takes extra planning and time...but most of all, success will be achieved when individual student needs are being met.

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

All school staff: certified teachers, classified assistants, interventionists, school counselor and psychologist.

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

All stake holders will be impacted by this PD. Principals, teachers and district personnel will be teaching and learning MTSS together. Students will be impacted by classroom actions taken after each new training day.

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

District support and training through GRECC. Staff book study: Integrated Multi-Tiered Systems of Support, Blending RTI and PBIS by Kent McIntosh and Steve Goodman (\$35.00 per book). Numerous planning, research and data days. Materials still to be determined.

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

Ongoing learning will be regularly provided by coaching and learning from the school MTSS team. Surveys, staff reflections and student intervention data will be used to determine future learning.

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.

Surveys, staff reflections and student intervention data will be used to determine future learning. Principal will take the MTSS lead. Counselor will be the social learning lead. Vice Principal will be the behavior lead. Content experts will be the point of contacts for reading and mathematics.

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.

It is critical that students read on grade level by the time they leave second grade. Reading on grade level affects growth in all other content areas. 1-Book Study of Know Better Do Better, Teaching the Foundations So Every Child Can Read by David Liben and Meredith Liben. 2-Continue to deepen understanding of grade level literacy standards. Discussing as a team the interpretation, rigor and best way to assess each skill. 3-Develop skill based report card for literacy 4-Research best practices and become curriculum experts with Expeditionary Learning to determine customization needs. 5-Use data days to reflect on student growth and effectiveness of our work/strategies

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

As educators, we must know and understand what it takes to be a solid reader and help students to reach that goal. Students should leave second grade proficient in reading foundational skills. Teachers need to work as a team and as experts in the field to determine what literacy supports students need.

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.

Success will be achieved when a schoolwide systematic approach to reading interventions is developed and implemented. Teachers will need to feel confident and comfortable with the strategies used and ultimately, students must meet grade level benchmarks.

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

Classroom teachers, interventionists and literacy assistants will be the primary target of the training.

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

Many of the school's stake holders will be impacted by this PD. The admin team, teachers and literacy assistants will be teaching and learning the content together. Students will be impacted by classroom actions taken after each new training day.

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

Staff book study: Know Better Do Better, Teaching the Foundations So Every Child Can Read by David Liben and Meredith Liben. (\$25.00 per book). Guidance from the district literacy coaches. Numerous planning, research and data days. Other materials still to be determined.

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

Ongoing learning will be regularly provided by coaching and learning from the district literacy coaches and teacher leaders from the school. Teachers will also meet regularly with the school's instructional coach. Surveys, staff reflections and student intervention data will be used to determine future learning.

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

Surveys, staff reflections and student intervention data will be used to determine future learning. Peer observations will also be implemented as needed for support. The school's instructional coach and teacher leaders will take the lead on these trainings for staff.

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.

Deer Park staff will also be working to develop a standards based report card for grades K-5.

Attachment Summary

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2020-21 Phase Two: School Assurances_SY2021

2020-21 Phase Two: School Assurances

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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

ATTACHMENTS

Attachment Name

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 under section 1114(b), except that if a

school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

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)
 DPES Family Engagement Policy		• 23
 DPES School Parent Learning Compact		• 23

Comprehensive School Improvement Plan

Deer Park Elementary School

January 2021 - January 2022

					Funding 2020-2021							
Goal	Objective	Strategy	Activity	Measure of Success	Flex Focus ESS	Flex Focus Instructional Resources	Flex Focus Professional Learning	Title I	Title II	District ELL Allocation	SEEK	Other
The percent of students transition ready will increase.	100% of kindergarten students will complete transition activities to help predict readiness for school by 10-1-2021	Establishing Learning Culture and Environment	Kindergarten teachers will design and deliver a summer Jumpstart Day for students. Students will complete simple readiness tasks during the event.	The event will be successful if at least 80% of students attend Jumpstart Day.	\$ 500.00							\$200.00 (transportation)
The percent of students transition ready will increase.	100% of kindergarten students will complete transition activities to help predict readiness for school by 10-1-2021	Design, Align and Deliver Support	Students will complete Brigance Screener to predict readiness for school. Screener given by kindergarten teachers and assistants.	Screener results will be used to identify students' strenghts and weaknesses for growth.								
The percent of students transition ready will increase.	An increase of students will be reading ready by the end of kindergarten as evidenced through MAP, STAR and/or EL Foundations checklists	Design and Deliver Instruction	Preschool, kindergarten and first grade teachers plan, design and implement coherent phonics curriculum.	A coherent phonics program is implemented from prek through 2nd grades				\$ 2,000.00				
The percent of students transition ready will increase.	100% of fifth grade students will attend a transition meeting with CVMS staff held during the school day in the spring	Establishing Learning Culture and Environment	CVMS staff members visit Deer Park to explain middle school expectations and address any concerns and questions fifth graders have about the upcoming transition.	Success comes when students' concerns about a new school have been addressed.								
The percent of students transition ready will increase.	100% of fifth grade students will meet with their teachers to discuss middle school scheduling	Establishing Learning Culture and Environment	Fifth grade teachers meet with students to discuss scheduling options in for middle school.	Students, with help from their teachers, will set academic goals for middle school.								
The percent of students proficient will increase.	An increase of students will demonstrate proficiency in reading (comprehension and fluency) and mathematics (computation and fluency) as evidenced by Spring MAP, STAR and/or KPREP.	Review, Analyze and Apply Data	Teachers will use data days to monitor student progress and design next steps of action.	Student profile pages will be kept up-to-date on each student. Interventions will be given to students as needed for growth.				\$ 5,000.00				
The percent of students proficient will increase.	An increase of students will demonstrate proficiency in reading and mathematics as evidenced by Spring MAP, STAR and/or KPREP	Design and Deliver Instruction	Data notebooks will be kept by each student for goal setting and monitoring progress. Teachers will keep student profile pages for each of their students.	Students will be able to talk about their growth and progress in school.				\$ 1,000.00				
The percent of students proficient will increase.	An increase of students will demonstrate proficiency in reading and mathematics as evidenced by Spring MAP, STAR and/or KPREP	Design and Deliver Assessment Literacy	Students will complete scrimmage assessments to help determine mastery of grade level standards.	Students will perform at proficiency or higher.							\$ 1,000.00	

