2020-21 Phase Three: Executive Summary for Schools_SY2021

2020-21 Phase Three: Executive Summary for Schools

Highland Elementary School
Leslie Peveler
2909 Hwy 54
Owensboro, Kentucky, 42303
United States of America

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: Executive Summary for Schools_SY2021 - Generated on 01/14/2021

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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?

Highland Elementary School, built in 1965 is located in on the east side of Owensboro, Kentucky in the Daviess County Public Schools district. As one of the larger public schools in the area, Highland serves large neighborhoods that are closely located to the school. Highland is rooted as a school with many traditions and a rich history of stellar performances. Excelling academically but also rich in extra curricular activities and arts, our students have the opportunity for a well rounded education. The current population of this preschool - fifth grade school is 415 students with 73 student in a virtual academy due to Covid 19. The teaching faculty at Highland are seasoned educators with an average of 10 or more years of experience. There are 36 certified teachers in the building and a support staff of 35. Each of these employees are hard working dedicated individuals who strive to meet the needs of their students daily. The Leadership Team consists of a principal, assistant principal, guidance counselor, an instructional coach, and the family resource center coordinator. They are responsible for modeling and living our school mission of "Success For All, Whatever It Takes". Our PTO organization is highly involved in the day to day activities and is committed to providing support in all ways within the school. Our PTO has been especially creative during the Covid 19 pandemic and has engaged families in new and unique ways . In traditional years, they work to assist teachers, raise technology funds, and provide volunteer opportunities for many of our families. They are integral to the success of the school and often are seen in classrooms, hallways and at special events. Their creativity allows our students opportunities to work together for big goals while also celebrating each other through events like the walk-a-thon, family fun events, and more. This year they have had virtual decorating contests. Provided yard signs and special presentations where they could. Highland Elementary has been a National Blue Ribbon School since 2008 and is a Leader in Me Lighthouse School working for re-certification. Highland prides itself on providing a high quality education for each student who attends our school and utilizes many programs to not only supplement the academic teachings of the school but create a well rounded learning opportunity for all. Highland is dedicated to teaching not only reading, writing, math and other subjects but also the concepts of leadership and service. Now more than ever, we are focusing on social and emotional learning. Each student holds classroom leadership roles within their class, but also has opportunities to apply for Leadership roles throughout the building when we are in-

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person. Some examples of these may be kindergarten readers, hornet announcers, or morning assistants. Students can become members of the student lighthouse team and many other extracurricular activities from a wide range of interests. Highland has an academic team, STLP, Robotics Club, Homework Club, Hornet's Nest (tutoring), Rocket Math Lab, Fellowship of Christian Athletes, Spirit Club, Archery, Choir, and Percussion Ensemble. Our staff is committed to service learning as well! Each grade level, every year participates in projects to support our community organizations in need. These projects may be collecting goods for area shelters to participating in an artist program to create a work of art for a center called the Wendell Foster Center (disability and support services organization). By the time our students graduate they will have completed a bare minimum of 6 service learning projects for our community. As a Leader in Me school, students focus on setting goals, tracking their own data, and taking a large role in the responsibility of their learning. Each student has a leadership notebook for this purpose. Last year, Highland joined the district initiative to become a PBIS school as well as a trauma informed school. Teachers and staff have been trained in both areas with the principal being a trainer for the district. As the increase in our children's needs require more in depth understanding, we have worked to meet the emotional and social needs of students. In PBIS, we instill three strong expectations for all people within the school, respect yourselves, respect others, and respect our school. These, along with the 8 habits are the cornerstone of our work to ensure a learning environment that is well rounded and prepares for bright futures. In the last few years, We now are working on our MTSS structure of support for learners in both the areas of academics and behavior. Highland's populations of certain subgroups has had a direct impact on our instructional practices and goals. The primary subgroups Highland must focus on are free/reduced lunch, special education, and English language learners. The groups have grown from 29% to 41.5% (F/R) from 16% to 20% (SpEd), and from 38 ELL students to 48. This current year is our first opportunity to possibly qualify for Title I support, as Highland has never been a Title I school we look to modify, change and improve many aspects of support to these groups. Highland is also the district site for students who are identified with emotional or behavioral disabilities. This classroom provides educational opportunities in an environment that supports their need for emotional support and social skill training. Additionally, the school runs a successful PASS (Positive Approach to Student Success) allowing children to have more access to regular educational settings and content with the support of coaches, social skills training, and behavior monitoring.

. 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.

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Highland's mission statement is "Success For All, Whatever it Takes", believing every every child can be successful in many ways. The school adopted this collaboratively and continues to make it the focus of its work. The district mission is Kids First. Primarily, it is most important that what is best for children is where our decisions are based. Each of these statements is how we do work everyday and with every choice we make. Each staff member uses these ideals as the measuring stick, especially with tough decisions. Our school has moved to universal curriculums in the past years which can be quite difficult. In addition, with the increase in student learning needs our RTI program has become a strong system of support, intervention, and monitoring to ensure students receive what they need in the instructional setting. We expect high quality work from all students.

. 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.

As the principal of Highland Elementary for the past 9 years, there have been many notable achievements to speak of. These achievements are not simply focused on instructional success but looking at the many opportunities our students have and giving them the chance to shine and succeed. We celebrate hard work along with success, and we celebrate failures along with achievements. Some notable achievements would be our high numbers of students who are kindergarten ready, this often can be attributed to our outstanding preschool programming and preparations for those students. We have consistently maintained test scores that are above the state average and in the top percentage of our district. We are currently a 3 star school. Other notable achievements would be our advancement in technology with coding, becoming proficient in computer basics, and our top notch STLP programs that advanced to state the last four years. Our academic team is highly successful and has advanced to regional competition each of the last four years. In addition, we participate in community outreach programs such as the Imagination Spelling Bee. Highland has retained the 1st place trophy for 5 years running. Areas of improvement for our school continue to be growth for all students. The strong expectations we have for our students keeps us wanting to ensure each child has a chance to make a full year's worth of academic growth. We have not reached that achievement yet. This year we are working to learn the MTSS model and put into practice strong interventions that will establish a more consistent opportunity for students to grow. We continue to look at ways to intervene for our low achieving students while we also work to increase our ability to differentiate for our most advanced population. Highland has a great deal to offer students in the area of arts and humanities and service. Students experience

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multiple instruments including the recorder, keyboards, dulcimers, guitars, violins, and harps. Our performances are state productions that students look forward to each year. Our service learning projects are a highlight of our school and our community. Highland works to offer a diverse and unique experience to each student built on relationships, interests, service, and leadership.

. **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.

Not applicable

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

The most important thing to share with others about our school is the family we create. Our students, whether they have attended for one year or seven are a member of the Hornet family. We use the saying "Once a Highland Kid, Always a Highland Kid!", our returning students , NEVER forget it. When our high school seniors return to walk the halls, they always remember the traditions, expectations, and support they had at Highland. This lives in the teachers we hire, many who were students here, including myself. We are proud of our traditions, our students, and what we do each day within the walls of our school and beyond.

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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

Highland Elementary School
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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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Leslie Peveler - 9/28/20

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Understanding Continuous Improvement: The Needs Assessment

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

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

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

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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?

Needs assessment protocol included: Staff meeting by grade level to review 6 strategic levels Leadership team sets greatest impact and priority SBDM council will review recommendations for goal setting

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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 (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.

See attached 2019-2020 HES Needs Assessment document

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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 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.

See 2019-2020 HES Needs Assessment document

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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?

See 2019-2020 HES Needs Assessment document

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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](#)

Each grade level completed each of these core processes for desired changes, expected impact, and current state

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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%.

See 2019-2020 HES Needs Assessment document

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Attachment Summary

Attachment Name	Description	Associated Item(s)
  HES Needs Assessment 2019-2020(PDF)		•

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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 attached spreadsheet

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II. Achievement Gap Analysis

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

Highland Elementary School has two significant gap groups it focuses on each year. The groups are our free/reduced lunch students and our special education population. Although both groups are smaller than 1/3 of the building, they still continue to be the target that is most difficult for us to close gaps with. The school climate is one of strong instructional focus for ALL children. We strive to ensure each child, no matter the gap population, they are receiving content instruction with their peers along with provided support from ESS for interventions. Students receive interventions from ESS support personnel during the day utilizing the daytime waiver in the free/reduced gap group. Our special education population in grades 3-5 is served predominately through the co-teach model.

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

Due to Covid 19 - the school does not have the data to determine a closed gap with no Spring 2020 scores. However, as a building we are well aware and hyper focused on the needs of the groups especially in the virtual world. We bring in small groups of students, especially our significantly cognitive deficit children for additional instruction, implore a strong co-teach model virtually and ensure a strong communication with those families on the needs of their students.

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.

Due to Covid 19 - the school does not have the data to determine a closed gap with no Spring 2020 scores. From our previous year, we have not shown improvements in the areas identified and continue to establish protocols and interventions that will support our gap learners.

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.

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Due to Covid 19 - the school does not have the data to determine a closed gap with no Spring 2020 scores. With 2018-2019 data we did not see regressions over a two year period, but we are intent on improving the areas of social studies and writing to where they once were with strong curriculum PLC work and increased opportunities for daily writing.

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

Students continue to develop gaps early on in their educational journey. Due to a small amount of assistants within the building, the opportunity for one on one small group instruction is limited within our kindergarten through 2nd grade programs. Students have the opportunity to work with the ESS assistants, but could continue to benefit from additional support in the classroom. Highland maintains the process of keeping gap students in regular content instruction throughout the day. We do not have intervention teachers within our staff to provide alternate methods of instruction during the day, with the exception of our ESS assistants. Our practice is to provide that assistance outside of the regular content instruction so those students do not miss content. One additional piece is teacher understanding, our staff still struggles to identify activities that allow students to make up ground, either through direct instruction or small group. Many classrooms still follow the whole group approach more than what might be needed for our specifically lower students. The conditions are harder for our GAP students as there are limited additional resources for them.

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.

Highland's process for involvement is committee based as well as working closely with our SBDM council. Members that participated are: Leslie Peveler, Principal , Kendal Quinton, Instructional Coach, SBDM members: BC Childress, Liza Quinley, Heather King, Melanie Camron, Sally Tingle, Michelle Fuqua. We meet to discuss goal setting based on data and through the Leader in Me 4 discipline model.

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

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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.)

Highland is focused on our grade level curriculum expectations with appropriate scaffolding for all children. We utilize the co-teach model for our special education students and strongly believe ALL students should be present for core instruction. In addition, we work with or ESS staff to provide timely and appropriate interventions in reading and math for students who fall below our state expectations. Primarily, HES focuses on reading and math and the essential nature of our universal curriculums. Our professional learning has been targeted to our curriculums and also RTI practices. We work to improve the interventions that are provided and encourage multiple data points to determine need (STAR, MAP, End of MODULE, Exact Path, and classroom work).

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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).

Please see Goal Sheet Attached.

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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.

Please see the Goal sheet for 2020-2021.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 HES Goal Sheet 2020-2021		•

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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?

Highland Elementary's mission is to develop life long learners and leaders through strong curriculum instruction and leadership opportunities. The school utilizes the statement, "Success For All, Whatever It Takes", with the desire to encompass all students as able and ready to excel. Our school's high expectations are prevalent in each decision. Our mission as students leave our program is to know they were well prepared for their next scholastic journey and also for life, ensuring they have the skills for learning as well as leading others and themselves.

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

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assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Currently, with our Covid-19 guidelines, we are still focusing on our goals and priorities from the Spring of 2020. Our current identified priorities are: *Increase student capacities in reading through foundational learning and strong content curriculum. *Increase student capacities in math through focusing on conceptual understandings and concrete work through a strong content curriculum.

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

The relationship between the priorities for professional development and the school goals lies in the data. Our data shows specifically that our student are lacking foundational awareness in our early primary grades that is impeding their reading progress. We consistently over the past 3 years have remained in the 60% area for proficient readers. The same holds true for our math priority, which shows a lack of growth in conceptual understanding for mathematic processes. We worked to establish beliefs but still are working to learn how to repeatedly see in the classroom as well as consistently deliver the beliefs to all students.

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.

Foundational Reading Strategies: Please see our CSIP goal sheet for professional development plan and objective focusing on learning collaboratively how to teach consistently with the Fundations program in K-2. Short term goals - learn the curriculum together so all teachers understand what it should look like in the classroom and be consistent in their delivery and vocabulary. Long term goals - monitor the success of the curriculum learning and the student work/ understanding of foundational work. This can be through end of module, writing to spelling, and MAP assessments.

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

The intended outcomes for this work will be a much more consistent teaching of foundational work from preschool to 2nd grade, with an increase in Lexile, Star, MAP data and continued growth in reading through each grade. With teachers working together to develop and practice the lessons, we feel our students will

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receive high quality consistent learnings each day. Our practice will also be that this work is our priority for all students daily.

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.

Our indicators of success will be the following: an increase in grade level capacity in reading, an increase in independent reading activity, and higher reading scores on screeners, MAP assessments, and student fluency work. An additional indicator of success will be a decrease in students identified for RTI or ESS services.

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

The targeted audience for this professional development will be kindergarten through 2nd grade teachers, instructional coach, and kindergarten assistants.

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

The impact of this professional development will mainly be on our teachers and coach with support from the principal and district leaders.

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

The current resources are the actual curriculum which is Fundations. In addition, we may need additional funding to support any technology that coincides with this work as well as the time to meet weekly to practice our lessons and reflect on their effectiveness.

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

The ongoing support will be through our instructional coach and planned PLC work. Each grade meets regularly (weekly) to determine the understanding of lessons, practice teaching them and prepare for the work. The follow up will be to measure student success through benchmarks they will work towards and fluency checks.

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

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data analysis.

Professional development is monitored weekly through meetings as well as student samples of work (writing journals) to see if there is a connection being made to their writing as well as an increase in reading scores. Observations will be conducted by leadership to see effectiveness of programing and reflect on next steps needed (for example: is the program necessary for 3rd, are we identifying the correct students for intervention, and are interventions working).

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.

For our second priority need, the specific objectives for professional development will be the continuation of our "beliefs" work and seeing the examples of those beliefs in the classroom. Please see CSIP goals for specific activities aligned to our objectives. Short tern changes are to analyze the time we have with students for conceptual work. Long term changes are to look closely at the transition from 1st to 2nd in the area of math instruction and continue to integrate our learnings into that grade.

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

Intended results are that our primary teachers see the importance of the strong foundational work in math through manipulative and conceptual work, above the simple skill level. The practices will be that leadership, through walkthroughs, will see manipulatives in student hands and able to verbally explain what they are thinking and doing during math time. *Covid 19 safety guidelines are in place for manipulative work.

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.

Indicators of success will be the completed strength based visit work and higher scores on our MAP assessment in math. In addition, students will have a stronger understanding of math vocabulary and higher thinking skills to work through challenging math word problems that require more than one step. Lastly, we will see a decrease in identified students for interventions and ESS support or RTI needs.

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

The targeted audience for this professional development are all classroom teachers with special education as well.

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

The impact should be all stakeholders with students seeing a greater understanding, teachers having a stronger awareness of need in instruction, and leadership observing a change in daily instructional practices.

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

The resources are time for collaborative learning, strength based visits to classrooms, and planning. In addition, materials may be needed and further use of technology may become apparent as students continue in a hybrid schedule. The current technology is Exact Path (district pilot). However, during this time many teachers are using other programs that may become a necessity in daily instruction.

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

The consistent support will continue to be through our instructional coach and PLC work, with observations from the leadership team and follow review of collected data.

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.

Data will be gathered from end of module assessments, fluency checks, and observations by both teachers (stregnth based visits) and leadership. The people responsible will be our leadership team as well as teachers collecting student work samples. This will take place through each module in the curriculum.

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

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optional extension, please list N/A in the space provided below.

N/A

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Highland Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 HES Goal Sheet 2020-2021		•

HES 2020-21 Phase Two: School Assurances_SY2021

2020-21 Phase Two: School Assurances

Highland Elementary School
Leslie Peveler
2909 Hwy 54
Owensboro, Kentucky, 42303
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

Highland Elementary School is not a Title 1 School.

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

Highland Elementary School is not a Title I school.

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 (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six*	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Sigma, Shipley, Baldridge, etc.).					

1: Proficiency Goal

Increase the number of students who perform at the proficient or distinguished level on state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Students who score proficient or distinguished in the area of mathematics will increase from 63% to 70% on KPREP 2021 assessment. *Due to Covid 19 and no state assessment, the goal will continue.	Design and deliver instruction	Add a strength based walkthrough in January 2021 (in-person learning) with specific focus look-fors.	Increased awareness of appropriate practices and culture amongst teachers through feedback charts.	This is a one time professional learning day completed in 2020 that will need to continue , the progress monitoring will come throughout the day and with the completion of the assigned tasks. Monitored by principal & Instructional Coach	$2,500 (Professional Development and/or additional funding)
		Create instructional goals and expectations within the building that will visually be able to be seen during instruction utilizing the 4D model.	Completed anchor charts for coach's room and teachers resources. Scoreboard visibility.	Instructional coach and principal will monitor activity and walkthrough data showing implementation.	$0
	Design and Deploy standards	Continued Participation in district pilot purchase of Exact Path. Complete additional professional development provided by the company in November 2020.	Usage reports and teacher feedback	Instructional coach, principal, and technology coordinator meetings and teacher feedback along with scores of proficiency on reports from the program	District provided PD and software for the year 2019-2020- continued support due to Covid.
		Consistent collaboration between teachers and instructional coaches to ensure learning targets are aligned appropriately and documented for students. (monitor and evaluate the validity of learning targets)	Learning targets will be evident, up to date, and purposefully seen within the classrooms.	Leadership team will monitor, provide support and check lesson plans through the planbook.	$0
	Design, Align and Deliver Support	Teachers will meet as grade levels to analyze student work and customize curriculum following the ends of modules in math during PLC times.	Student work improvements in the area of completing end of module tasks effectively and set	Instructional Coach and principal	$0

				plans for improvement.		
Students who score proficient or distinguished in that area of reading will increase from 61.5% to 65% on KPREP 2021 assessment.*Due to Covid 19 and no state assessment, the goal will continue.	Design and Deploy standards	Consistent collaboration between teachers and instructional coaches to ensure learning targets are aligned appropriately and documented for students. (monitor and evaluate the validity of learning targets)	Learning targets will be evident, up to date, and purposefully seen within the classrooms.	Leadership team will monitor, provide support and check lesson plans through plan book and class walkthroughs.	$0	
	Design, Align and Deliver Support	Teachers will meet as grade levels to analyze student work and customize curriculum following the ends of modules in reading during PLC times.	Student work improvements in the area of completing end of module tasks effectively and set plans for improvement.	Instructional Coach and principal	$0	
	Design and Deploy standards	Teachers participate in additional module study protocols focusing on module customization. (Utilization of appropriate modifications provided)	Evidence of customization in plan book and through classroom walkthroughs.	Instructional Coach and principal	$0	
Students in primary grades will increase reading proficiency as measured by MAP (grade level) and DRA (grade level).	Design, Align, and Deliver Support	Specialized groups of students working in small groups to increase reading proficiency.	RTI notebooks up to date Intervention data is collected and monitored through ESS	ESS assistants and Instructional Coach reported to the principal and SBDM council.	ESS 20-21 : $ 10,337 ELL 20-21 $14,815	
*No Spring 2020 or current Fall 2020 (Grades K-2) MAP scores*Due to Covid 19 and no state assessment, the goal will continue.		Participate in continued professional development of Fundations program. Addition of 1st grade (Fall 2020) and 2nd grade (Spring 2021)	PLC teacher workshops to practice lessons together regularly.	Instructional coach reported to principal		

		Participate in book study, Know Better Do Better, a foundational understanding for all primary reading teachers. (NOT met due to Covid - continue to anticipate activity)	PLC meetings beginning in 2021.	Instructional coach and principal	Instructional Resources (book) $100
Students in primary grades will increase math proficiency as measured by MAP (grade level). *Due to Covid 19 and no state assessment, the goal will continue.	Design and Deliver Instruction	Participate in strength based walkthrough in January 2021	Increased awareness of appropriate practices and culture amongst teachers through feedback charts.	This is a one time professional learning day, the progress monitoring will come throughout the day and with the completion of the assigned tasks. Monitored by principal & Instructional Coach	$2500 (professional development if applicable))

2: Separate Academic Indicator

Increase the number of students who perform at proficiency on state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Students who score proficient or distinguished in that area of writing will increase from 50.6% to 53%% on KPREP 2020 assessment.*Due to Covid 19 and no state assessment, the goal will continue.	Design and Deliver Instruction	All primary grades will participate in authentic journal writing with teacher feedback at least 3 times a week.	Increase in authentic writing pieces, teacher feedback efficiency, and writing stamina	Instructional coach, principal	$400 (instructional resources)
		Teacher analysis of student work from Wit and Wisdom end of module writing tasks	Increased scores in student writing from module 1 to module 4	Instructional coach, principal	$0
Students who score proficient or distinguished in that area of social studies will increase from 54.3% to 60% on KPREP 2020 assessment. *Due to Covid 19 and no state assessment, the goal will continue.	Design and Deploy Standards	Teachers will participate in all district and school professional development to increase knowledge of new SS standards.	Teacher completion of instructional professional development.	All teachers	
	Design, Align, and Deliver Support	Create appropriate learning targets aligned with new SS standards	All teachers will have appropriate learning targets posted for social studies lessons.	All teachers, instructional coach	
Students who score proficient or distinguished in that area of science will increase from 32.9% to 50% on KPREP 2020 assessment. *Due to Covid 19 and no state assessment, the goal will continue.	Design and Deploy Standards	Teachers will participate in all district and school professional development to increase knowledge of new Science curriculum (PhD Science) through module study.	Teacher completion of instructional professional development.	All teachers, instructional coach, principal	

Increase primary student awareness of social studies and science content aligned with new standard expectations. *Due to Covid 19 and no state assessment, the goal will continue.	Design and Deploy Standards	Create appropriate learning targets aligned with new SS & Science standards.	Planbook measurement will show both contents covered effectively in relation to time.	Instructional coach and principal	$0

3: Achievement Gap

The gaps between subpopulations will decrease as measured on state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the number of novice and apprentice students in reading and math. Reading novice = 12.1% Math novice = 12.6% Reading apprentice = 26.4% Math apprentice = 23.8% *Due to Covid 19 and no state assessment, the goal will continue.	Design and Deliver Assessment Literacy	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Leadership notebooks, goal setting and measurement	Classroom teachers, instructional coach, and leadership team Data Excel sheet	
	Review, Analyze and Apply Data	Create and monitor a master list of students who need additional instruction support in math and/or reading.	Increase in scores recorded in data sheets	Classroom teachers, instructional coach, and leadership team Data Excel sheet	
	Design, Align and Deliver Support	Once a week PLC work will focus on universal Tier I interventions for gap students, keeping a notebook of classroom interventions.	Completion of RTI notebooks and data class books.	Classroom teachers, instructional coach, and leadership team Data Excel sheet	
Decrease the gap between subgroups and the remaining population in both reading and math by 2%.	Design, Align and Deliver Support	Once a week PLC work will focus on Tier II notebook monitoring and intervention determination support.			

4: Growth

The percent of students with positive growth will increase on state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The overall growth index score will increase from 57.3 to 60 on KPEP Assessment *Due to Covid 19 and no state assessment, the goal will continue.	Design and Deliver Instruction	Deepen teacher understanding of the universal curriculums in place to accurately assess student progress toward mastery of the standards.	Student interest in module activities through student work products.	Instructional Coach and principal	$0
		Provide customization to meet individual needs within the universal curriculums assigned.	Evidence of customization in lesson plans and student work.	Instructional coach and principal	2500 (professional development for subs)

5: Transition Readiness

Increase student learning environments in order to support transition readiness (Grade 5).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Leadership, Culture area percentages on the Leader in Me Measurable Results Survey will increase from Student Engagement 68 to 70 Staff Satisfaction 81 to 85 Family Involvement 84 to 88 *Due to Covid 19 and no MRA assessment, the goal will continue.	Establish Learning Culture and Environment	Continue weekly/monthly studies in 8 Habits for all students.	Leadership Notebooks Goal setting Habit implementation through practice (reduction of discipline referrals)	Leadership team	$3500(license agreement 2021)
		Participate in pilot purchase of Empowering Education - SEL Curriculum	Students and staff show practice in emotional supports and understanding of coping strategies	Guidance Department	$0
		Project Prevent Grant	Completion of data collection and monitoring of high level status for additional support.	Guidance Department and principal	$0
Overall score of PBIS Survey will increase from 71% (Implementation Avg.) to 75% (Additional support through MTSS training)	Establish Learning Culture and Environment	Continue to implement Morning time to support student's emotion/social learning, increase mindfulness training, Leader in Me habits, and trauma informed practices.	Walkthrough data and feedback will improve	Leadership team	
		Commit to Tier II strategies for PBIS.	Strong data collection of students receiving Tier II behavior services	Leadership Team, PBIS Core	
		Complete Cohort I training for District Initiative of MTSS	Implementation of MTSS committee work	Committees: Reading, Math, Stingers, PBIS	

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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