



2020-21 Phase Three: Executive Summary for Schools_SY2021

2020-21 Phase Three: Executive Summary for Schools

Sorgho Elementary School
Laura Cecil
5390 Ky Highway 56
Owensboro, Kentucky, 42301
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?

Sorgho Elementary School is a Preschool through 5th grade facility that currently houses 385 students in the 2019-2020 school year. Our population is 53% free and reduced lunch, 23% special education, 7% ELL, 14% Hispanic, 4% African American, 74% white, and 7% two or more races. In our total population, 46% of our students are female and 54% are male. We currently have 13 regular education classrooms K-5, 1 preschools that has 2 sessions Monday through Thursday, one Emotional Behavior Disorder Unit, 3 full time special education resource teachers, one PASS behavior program with a teacher behavior coach and instructional assistant, one full time speech therapist, media specialist, physical education teacher, music teacher, and art teacher. Additionally, we have a full time instructional coach, guidance counselor and assistant principal. In the 20-21 school year we have 2 full time interventionists/literacy specialists funded with Title I funding that currently work with 80 students.. We also are supported by a total of 67 staff members in both classified and certified. With the Coronavirus pandemic, we currently have 3 regular classroom teachers, 1 special education teacher, and 1 part time speech therapist who are serving the 53 students from Sorgho who are choosing to learn through Virtual Academy at home learning this year. Sorgho School is an important part of the community and includes a very diverse community with a wide range of needs. We are located around 2 subdivisions that are in high growth at the moment, however, over the last three years have incurred a slight drop in overall enrollment. The pandemic has also decreased our enrollment overall, with more families in this area choosing to home school this year for safety. Considerations were made one year ago to move some of our more rural students to another school further out, but parents and families advocated staying at Sorgho and no changes were made. Sorgho also serves rural students surrounded by farm areas. Another portion of our population includes older subdivisions about 3-5 minutes from the school that includes section 8 housing sponsorship. We also serve one of the highest crime rate areas for the Owensboro, Kentucky community, as we serve a small inner city population about 4 minutes from our school. These two areas of students make up close to 50 % of our population. In the past five years we have worked to help this part of our school population feel a larger part of the community. We noted that this part of our population did not participate well in school sponsored events, so we have worked to change that. We have sponsored an after school homework program in collaboration with a church and local bank to provide homework/

tutoring services two days a week to students in this area. Additionally, we offered summer programming through our Family Resource Center and the Foundation for DCPS to offer math facts games and free books home throughout the summer months through the DCPS Foundation's Exploration Station, an overhauled fun bus with wifi, air-conditioning, and technology. We have an "All Pro Dads" breakfast or "Because I love you" breakfast each month and invite families or dads/male role models to come to school and eat breakfast with your child. These initiatives have helped increase community unity and involvement with the school. Unfortunately, these activities are on hold for 20-21 due to the pandemic. However, in 20-21, we have hosted an ESL family night to help train parents in at home learning skills, held virtual parent-teacher conferences, and post weekly news videos and newsletters to keep families informed. We are also in constant communication with families through School Dojo, Infinite Campus messenger, and email.

. 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.

Sorgho's mission/motto statement: Sorgho Leaders are: Responsible Respectful Safe We are... Ready to Learn! This statement was designed by students, staff and parents through SBDM, PTO, student lighthouse meetings, and faculty meetings and was updated in the fall of 2019. All students, staff and families know our mission statement as we recite it daily at the school at morning announcements and post it on our website and any publications. Sorgho's current vision statement: The mission of Sorgho Elementary school is to promote student achievement by setting high standards and providing every learning opportunity necessary for our students to be successful lifelong learners. We do this so our students may achieve their goals and thrive in the 21st century. This vision was created by faculty, SBDM parents, and parents. It is printed in all publications. In winter of 2020, we began the process to revise Sorgho's mission/vision statement to better match the principles we believe and work towards as a school. With the pandemic, this process was put on hold, but we hope to complete it by the spring of 2021. We recognize that it is good to revisit and revise our mission and vision statements as the school progresses. These statements help all Sorgho stakeholders in all aspects of Sorgho's success as a school. From working with students in saying, "show me ready to learn" to determining budgets with PTO and SBDM for best learning opportunities, these statements drive Sorgho's work towards success through prepared students who understand the importance of lifelong learning. Additionally, over the last two years, Sorgho faculty has studied best practices for reading and math through professional development and then determined our school's own beliefs and actions for literacy and math. We have a set of statements posted in our planning

rooms and walkthroughs are designed around these beliefs and actions to see if we are putting into practice what we believe is best for student learning. In Fall of 2020, Sorgho, like the rest of schools in the world, had to make large adjustments to hold school in a pandemic. Our staff has worked tirelessly to make hybrid and digital learning much better than spring of 2020 and create a coherent process to learning for students. This has required us to learn more tech programs and ways to teach in a digital world. So, a large part of our professional development this year is on coherent instruction through hybrid teaching. In our work to increase positive behavior, Sorgho has implemented a PBIS system of behavior supports. We have school-wide expectations that we recite and teach each morning in Family Time and we also have a system of rewards and behavior tracking that is consistent school wide. In the Fall of 2020 we moved in to Tier 2 of PBIS implementation and currently have implemented a check in and check out system for struggling students. Additionally, we are a Leader in Me School who teach the 7 Habits of Highly Effective People and focus on finding the greatness in each person. Additionally, in the fall of 2019 we added some aspects of social emotional learning by talking about zones of emotional regulation and tools to help us stay in a learning zone.

. 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.

One notable accomplishment that Sorgho has achieved in the last 4 years is becoming a Leader in Me Lighthouse School in February 2015 and continuing to recertify as a Lighthouse School in 2017 and 2019. In an effort to create unity amongst the school staff and community in working towards student success, Sorgho began its Leader in Me process in the 2012-2013 school year. Staff unanimously voted to implement the Leader in Me program after visiting schools that had implemented the process and thanks to the I am a Leader Foundation Grant, received training and implementation. The Seven Habits of Highly Effective people became a unifying factor for us on many levels, including common language throughout the school and community. Throughout the Leader in Me implementation, we saw students growing in student empowerment, taking charge of their learning through data tracking, being proud of their building by taking on leadership roles, and seeing the importance of education now for college and career readiness later. Each day we say, "Have a great day of leading and learning;" we have become a focused school on academics and citizenship through leadership. We are very proud to be a Lighthouse School that met all of Franklin Covey's criteria in the 2015 review. We have seen decrease in discipline referrals and increase in academics since our inception of Leader in Me and will continue. Our school continues this process and received Lighthouse Recertification in February of

2019. We plan on continuing our re-certification in 2021. An additional accomplishment is our work to increase positive behavior and decrease office referrals through implementation of PBIS. In 20-21 we are heading into our fourth year working in PBIS systems and have seen a significant decrease in office referrals over the last three years. Another notable accomplishment is that Sorgho has remained a proficient school under Unbridled Learning Status for all 5 years of KPREP implementation through 2016. Each year we have remained a proficient school under these guidelines. In the Fall of 2019, Sorgho was deemed a 3-Star Rating under K-PREP state rankings. Finally, in school year 18-19, we had several staff members' recognized for their excellence. We had our FRYSC coordinator receive the highest honor at the state convention for his work and our cafeteria manager was the Food Service Manager of the Year in the state of Kentucky. We also had a classified assistant receive the Customer Service award for our district awards. Finally, we have 5 Nationally Board Certified Teachers in our building and 1 who is teaching in a virtual format. This shows our teachers dedication to lifelong learning. Sorgho School's priority areas for improvement over the next three years include: 1 Staff development through collaborative planning and professional development is a top priority. All our regular classroom teachers currently plan once weekly on Wednesday afternoons in PLC and with their teammates in daily planning time. With teachers without experience in some grades and some new teachers, it is crucial that we plan as a team to discuss what quality instruction looks like in every classroom. Sorgho has been working on making sure that every classroom implements high quality instruction through a standards based curriculum. 2 Math- Our school continues to work on implementing the 3 shifts in math to fidelity. Upon completing our needs assessment this year, we recognized our students have a large gap in the area of number and operations. According to a schoolwide assessment, MAP, our students have had a consistent decrease in the area of number and operations (place value, fractions, computations) over the last 3 years. This drop tends to begin in P2 and is consistent until students reach 5th grade. This caused us to look at our math curriculum for gaps and we are now looking at implementing a new math curriculum that works more towards mastery rather than spiraling concepts and building. We also feel that teachers lack understanding of what conceptual understanding really means in mathematics, so in the fall of 2019 wrote a grant with the district support to try to build teacher knowledge of the depth of standards and what conceptual understanding looks like for students in each topic. In the fall of 2019, the staff also researched and determined a new curriculum was needed to better meet our students needs. In the summer of 2020 we completed Eureka math training and are implementing it school wide fully in 20-21. 3. Reading- Over the last 3 years our school has worked to increase the number of students on grade level at the end of P2 in DRA and implement a high level standards based curriculum at grades 3-4-5 that challenge students while

thinking deeply around a topic. In primary grades are working implement conferring, guided reading and individual self-selected reading time so that students know where they are as a reader and next steps. Our teachers and instructional assistants design specific plans for groups and students with the literacy coach to move students forward in learning. We also have implemented Developmental Reading Assessments to help teachers see individual goals for students. In grades 3-4-5, we implemented fully the Expeditionary Learning (EL) curriculum to help us better implement the standards and challenge students at more complex levels. Finally, in the spring of 2018, we came to realize our students in primary were missing important pieces of foundational skills to be independent readers, so we implemented Foundations phonics programs at P1 and P2 and Michael Heggerty and Zoophonics at preschool and kindergarten to make sure students have a sequential system to learn foundational skills.

4. Engagement strategies and just in time formative assessment and additional learning opportunities- One area of weakness that stood out from needs assessment analysis and looking at school improvement strategies was the need of learning how to reach students at just the right moment of their learning through engagement strategies for learning for all and utilizing formative assessment to know who is getting it and who needs additional instruction in content. In the spring of 2019, we learned about a process called the FAR Cycle for Formative Assessment for Results. We read about the importance of clarifying the learning journey, infuse formative assessments, analyze data results and take FIRME action for reteaching, regrouping, or moving on. In the fall of 2019,, we learned about the ICAP (Interactive, Constructive, Active and Passive) framework for cognitive engagement to think about what we are having students do cognitively throughout a lesson. We need more work in this area and have recently begun to learn about Assessment Capable Learners and the importance of productive struggle and what it looks like in the classroom. With the pandemic, we are also realizing that several of our students are missing self-efficacy and agency. Students are struggling with completing hybrid work and don't have skills of their own to think about what to do if they are stuck or unsure what do next. We are working to teach this throughout the pandemic as students need to be able to work on own to complete hybrid at home work to keep moving forward this year in learning.

4. Science and Social Studies- Implementing new standards through unit planning and vertical planning to better meet students' needs. We are focusing on implementing the NGSS science standards in grades 3-4-5 with a new curriculum called PhD Science and are using mystery science and completing Through Course Tasks. In spring of 2021, our primary K-1-2 teachers will be implementing a pilot program of PhD science as well after training occurs. Much work is needed in Social Studies as the new standards were finalized over the summer and we are at a very basic level in working with them.

5. Writing and Language Mechanics- We will continue to strengthen common

writing language through the implementation Expeditionary Learning (EL) in grades 3-4-5 and using the EL rubrics to guide our lessons in primary as well. 6. Special Education Best Practices- We continue to work to evolve in areas of co-teaching and best practices in resource setting to help our special education students close gaps and find strategies to make up for deficits in their skills. We also have worked on the schedule to make sure students in special education receive reading and math core in their regular classroom and then resource time. We need more work in research based best practices in the resource setting. 7. School Culture- We strive to implement the 7 Habits of Highly Effective People and help our students see their leadership potential. We stress student responsibility for learning as students have their own leadership binders to record and track their progress and to celebrate accomplishments and leadership roles. We also are going into the fourth year of PBIS to make clear our school expectations and have implemented Class Dojo, a behavior monitoring system that parents can see at any time to work more on recognizing positive behaviors. We have also added some social emotional learning and trauma trainings at the district level to help us better understand and respond to students' needs.

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

N/a

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

N/a

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.

Laura J. Cecil 9-15-2020



2020-21 Phase Two: The Needs Assessment for Schools_SY2021

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Sorgho faculty meets in faculty meetings throughout the year to read and analyze data. In the fall of each year, once we analyze the data, the principal along with the school leadership team (FRC, guidance counselor, Instructional Coach, Literacy Coaches/Interventionists, and Assistant principal) look at the findings and write goals based on the findings. SBDM parents are invited to participate in this process as well. Next, we write goals based on our school data analysis. We then meet with faculty again to brainstorm activities to meet the goals and have a final prioritizing session to determine which activities will be a part of the CSIP. We also split the faculty into groups to utilize the CSIP planning tools to help us in our determinations. We have data analysis sessions continually throughout the school year in the form of our faculty meetings, PLC grade level team meetings, special education team meetings, and leadership team meetings as data becomes available. We continually present this data to SBDM in both school and academic reporting monthly as well as with our parents as applicable in our school newsletter, The Sorgho Sampler on a school level. Literacy Coaches/Interventionists meet with teachers on a regular basis, at least every 4 weeks, to discuss progress monitoring on students in interventions. At fall, winter, and spring benchmark times, we utilize data from DRA, MAP and Case 21 benchmark assessments (3,4,5) to determine overall school progress. Teachers meet in PLCs weekly and look at smaller pieces of data to determine just-in-time instructional needs by analyzing exit tickets and unit tests.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

In reading for primary students, the Fall of 2020 indicates the following for students who are attending school on the in-person A/B model: 38% of all K students are below performance needs on Michael Heggerty phonemic awareness screeners 85% are below or approaching grade level in P1 based on Developmental Reading Assessment (DRA) 57% are below or approaching grade level in P2 based on Developmental Reading Assessment (DRA) 46% are below grade level in P3 based on fall CASE 21 benchmark assessment in Reading 38% are below grade level in 4th based on fall CASE 21 benchmark assessment in Reading 50% are below grade level in 5th based on fall CASE 21 benchmark assessment in Reading In KPREP reading- 54% of students scored proficient in 2019. For Math, scores from past KPREP (spring 2019) indicate: Math scores were below the state and district average at 42.6%, which is a 14 point decrease from 2018 to 2019. MAP (Measures of Academic Progress) math scores from Fall 2019: K- 74% of students were below the 50%ile. P1- 35% of students were below the 50%ile. P2-55% of students were below the 50%ile. P3- 56% of students were below the 50%ile. 4th-58% of students were below the 50%ile. 5th-42% of students were below the 50%ile. Additionally, the Needs Assessment Committee of 2019 looked additional grade level MAP data over consecutive years to look for patterns. In the area of Math, we noticed that we have

a clear gap concern in the areas of Numbers and Operations, which includes place value, all operations and fractions. This area is the lowest performing mean score over 3 years and continues to decline. This decline in performance creates a learning gap that we can clearly see starting in P2 and continuing through P3 and 4th grades before starting to close some in 5th grade. Fall math scores for EnCase Benchmark assessments also indicate struggles in math: 68% are below grade level in P3 based on fall CASE 21 benchmark assessment in Math 64% are below grade level in 4th based on fall CASE 21 benchmark assessment in Math 58% are below grade level in 5th based on fall CASE 21 benchmark assessment in Math Writing scores were also below the state and district average at 41%, which was an 8% increase for Sorgho from 2018 to 2019. In Social Studies, KPREP data from 2019 indicates that 52% of students scored proficient or distinguished at the 5th grade level. In Science, KPREP data from 2019 indicates that 31% of students scored proficient or distinguished at the 4th grade level. Concerning non-academic data, in the 2019-2020 school year, attendance from August to March 13 when COVID-19 shut down schools stayed above 95 % each school month from August through February. In discipline, 0.9% of our students had a behavior event in the 2020 school year and PBIS data indicates a continued decline in office referrals. Sorgho has 55.8% economically disadvantaged students. Additionally, IMPACT survey data from the Spring of 2020 indicates a need in improving school resources which are currently at 51% average and school climate which was at 57% average.

Priorities/Concerns

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

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

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

Current Weaknesses include: Reading in Primary Grades: 38% of all K students are below performance needs on Michael Heggerty phonemic awareness screeners 85% are below or approaching grade level in P1 based on Developmental Reading Assessment (DRA) 57% are below or approaching grade level in P2 based on Developmental Reading Assessment (DRA) Reading Intermediate Grades: Only 54% of Sorgho students scored proficient or distinguished in reading in 2019. Additionally, only 49% of Sorgho's free and reduced lunch students scored proficient. In Math, KPREP Math scores were below the state and district average at 42.6%, which is a 14 point decrease from 2018 to 2019. MAP (Measures of Academic Progress) math scores from Fall 2019: K- 74% of students were below the 50%ile. P1- 35% of students were below the 50%ile. P2-55% of students were below the 50%ile. P3- 56% of students were below the 50%ile. 4th-58% of students were below the 50%ile. 5th-42% of students were below the 50%ile. In Science KPREP, only 31% of Sorgho students scored proficient/distinguished in 2019. In Writing KPREP, only 41% of Sorgho students scored proficient/distinguished in 2019. Current Weaknesses include: Reading in Primary Grades: 38% of all K students are below performance needs on Michael Heggerty phonemic awareness screeners 85% are below or approaching grade level in P1 based on Developmental Reading Assessment (DRA) 57% are below or approaching grade level in P2 based on Developmental Reading Assessment (DRA) Reading Intermediate Grades: Only 54% of Sorgho students scored proficient or distinguished in reading in 2019. Additionally, only 49% of Sorgho's free and reduced lunch students scored proficient. In Math, KPREP Math scores were below the state and district average at 42.6%, which is a 14 point decrease from 2018 to 2019. MAP (Measures of Academic Progress) math scores from Fall 2019: K- 74% of students were below the 50%ile. P1- 35% of students were below the 50%ile. P2-55% of students were below the 50%ile. P3- 56% of students were below the 50%ile. 4th-58% of students were below the 50%ile. 5th-42% of students were below the 50%ile. In Science KPREP, only 31% of Sorgho students scored proficient/distinguished in 2019. In Writing KPREP, only 41% of Sorgho students scored proficient/distinguished in 2019. Current

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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?

Reading in the primary grades remains a significant area for improvement. Students at the kindergarten level are coming into kindergarten with lower readiness skills in each of the last 3 years in 2018, 2019, and 2020. This has definite implications for needs of interventions in early primary. This then carries over into P1 and P2 and becomes urgent at the end of P2 to read on grade level. Early intervention is key to ending this pattern of decline of all years of primary school. Reading in intermediate grades also needs significant improvement as indicated in falling KPREP scores the last two years in 2018 and 2019 from 59% to 54%. This raises a need for interventions in the intermediate grades in reading. Additionally, falling math scores the last 2 years in KPREP and the last 3 years in MAP data through 2019 indicate that our students are not able to apply math concepts in various problems, indicating a need to analyze our math instruction. In fall of 2019, we found patterns that indicate our students have shown ongoing trends in dropping scores number and operation concepts. After analyzing MAP scores as well as curriculum, the faculty determined a new curriculum was warranted to try to have consistent teaching and strategies for students.

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](#)

In design and deploy standards, our school still struggles to grapple with new Science and Social Studies standards. This also crosses over in Science and Social Studies to design and deliver instruction as Sorgho currently does not have a set core-instruction in Social Studies. Science has recently added a core instruction with PhD science in intermediate grades, but not yet in primary. Resources need to be allocated in these areas to help teachers learn Science and Social Studies standards as well as implement core curriculum. Additionally, Sorgho is fully implementing Eureka math for the first time this school year. This is a new learning curve and now with the pandemic, we are utilizing InSYNC videos for hybrid math instruction which also stretches our planning. Since Sorgho is in year 2 of full implementation of its ELA curriculums, continued work in PLCs needs to occur in both Design and Deliver Instruction as well as Assessment Literacy and apply data. This is also true for the new math curriculum to learn best practices for delivery of the content. Delivering instruction in different platforms due pandemic learning models is also a priority. Additionally, in design and deliver instruction, we need to work on learning models in the pandemic. Our teachers are struggling with planning hybrid and in-person work in a pandemic. Our students are struggling greatly to take responsibility for their own learning, especially on their at home hybrid work days. Overall Designing and Delivering Assessment Literacy is a relative strength for Sorgho in most areas except in developing feedback during this pandemic that is meaningful to students. Sorgho began last year working on making sure students understand success criteria to promote quality work and this also needs to continue in our professional development and instruction. It should also be a priority in the area of designing and delivering support in behavior and academics, specifically focusing on reading interventions for academics. With more students entering Sorgho already behind, early interventions in K-1-2 are crucial to closing gaps before they widen too far. Additionally, Sorgho has worked to implement PBIS for 3 years now, however,

student and teacher relationships only showed 50% favorable as well as 56% among students themselves, showing a continued need on behavior. This also indicates a continued need to focus on establishing a culture and learning environment. In culture and learning environments, we found that results of our impact survey in 2019 showed a struggle with respect amongst students with teachers. As a Tier I certified working on Tier II PBIS, we need to continue to develop and refine our PBIS expectations and procedures to promote a respectful learning culture. We also are a TLIM Lighthouse School, so we need to make sure we continue to educate our students in character and social emotional learning to promote a positive culture. Finding supports to promote equitable education opportunities also should be a school focus. Finally, with COVID-19, designing and delivering COHERENT instruction should be a priority focus. Students are experiencing instruction that is very different this year, and it is essential that Sorgho School focus on how instruction is delivered during this pandemic to make the most academic gains possible.

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%.

Attendance rate at 95% or above all months of 2019-2020 until COVID-19 hit. In our Impact Survey for 2019-2020, staff and leadership relationships averaged 79% and school leadership was at 72%. This indicates that the leadership team is effective in helping coach and support teachers and instruction and promote a positive working environment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Sorgho Needs Assessment Detailed for District	Sorgho Needs Assessment form completed for district that addresses Core Work Processes	•



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_SY2021

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Sorgho Elementary School
Laura Cecil
5390 Ky Highway 56
Owensboro, Kentucky, 42301
United States of America

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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.

In identifying Gap Groups, although under KPREP we had no significant achievement gaps, in looking at our KPREP, Case 21 Benchmark, and Developmental Reading Assessment (DRA) data indicates lower academic performance in our Free and Reduced Lunch Population as well as our Special Education Population. In looking at the achievement gap spreadsheet, you can see we have high numbers of students in these areas at 52% F/R and 26% Special Education.

II. Achievement Gap Analysis

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

Sorgho's climate and culture strives to focus on a positive atmosphere and teaching leadership skills to all students. With high numbers of gap students in free and reduced lunch and special education, we focus on finding the unique talents of every student and fostering that through leadership roles and celebrating both academic and leadership accomplishments. We also recognize that gap students need interventions to help fill gaps particularly at an early age; therefore, we put a large focus on intervention groups at early primary and utilize our instructional assistants more at this level. We believe if we can reach gap students before 3rd grade, the gap is more likely to close. This was not always our focus, but has been a focus strategy over the last three years, and we have utilized most of our Title I budget to address these needs. Additionally, we have noticed that our special education population continues to grow and that a gap exists in their performance level, so our district support was able to add an additional resource teacher in the 19-20 year (serving virtual students this year 20-21) and as a school we have focused on a better schedule to allow for core classroom instruction plus resource or co-teach time. Next steps towards closing gaps in these groups includes having clear success criteria for all students to help assess and instruct to fill gaps, and create more consistency in our strategies and work as a school to meet student needs. We also have beginning special education teachers who need professional development in understanding the progression of reading and what to do for unfinished learners as well as best practice strategies for students to access math computations and be able to write complete thoughts. Additionally, beginning a consistent research based math curriculum fully in the fall of 20-21 should help with our math low achievement in F/R and sped within the next few years. Finally, our focus on a positive atmosphere includes using the DOJO class behavior system that works to focus more on positive behavior rather than negative and is a constant communication source with families. You will see both of these gap groups addressed in our CSIP gap goals with activities to focus on raising their achievement levels.

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

2019 KPREP data results indicated no Targeted Support Intervention groups for our school, however, we still see Free and Reduced lunch and Special Education as Gaps

for needed improvement. Last year, our Reading scores for all students were 54% proficient/distinguished, up from a drop from 59.7 the previous year. In gap of free and reduced, our reading scores were 52%, up from 51 in 2019. However, we attribute this stay in same zone to implementation of a new curriculum at grades 3,4,5 which caused gaps in teaching that prevented improvement overall. In special education with IEP (total), our reading was 36.7, also up from 35.6 the previous year. This demonstrates that we are starting to see some improvements from our strategies to close the gaps in these areas and that these need to continue. In math, our overall proficient and distinguished scores were down to 42 compared to 56.4 the previous year for all students, with our free and reduced population scoring at 38% P/D, a drop from 50.. Our special education population also held the same at 28% in math proficient/distinguished, again, showing some of the strategies we have in place and are working to refine are impacting achievement gap closure. Our writing scores were at 41% proficient and distinguished for all students, up from 32.7, while the free and reduced gap population improved from 26.7 to 32%. We also improved students with IEP in on-demand testing, as results in 2018 were at 22.7 proficient and distinguished whereas they improved to 33.3%.

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

Based on the data described above, we are improving in gap closure in writing in both free and reduced (26.7 to 32 P/D) and special education (22.7 to 33 P/D). We are holding in free and reduced in reading (up from 51 to 52 P/D), which again, we contribute to implementation of new curriculums. Special ed gap in reading also increased from 35.6 to 36.7. From 2019 data, first graders DRA on grade level had increased 10% in one semester of time from providing interventions and second grade showed a 7 % improvement in just one semester. We are having impact from our interventions. COVID-19 prevented us from getting spring data, however, fall data for P1 students now in P2 indicated 57% below grade level. Even though we had a 10% drop from spring to fall for P1 to P2 DRA scores, we know that the work we had completed PRIOR to COVID-19 was having an impact in preventing further summer slide in reading.

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.

In the fall of 2020, indications of academic slides from the pandemic are present in early primary and we are working hard to fill those gaps the best we can in a

pandemic. 85% of all incoming first graders and 57% of incoming second graders were below grade level according to our fall Developmental Reading Assessment (DRA) and 40% of our incoming kindergarten students are below readiness in phonemic awareness skills. Our first grade students are showing the greatest regression, whereas other grades are showing summer slide with benchmarks, but nothing as significant as the 85% of first graders below grade level. We have put great emphasis on organizing interventions for these students as well as providing additional supports such as I-ready reading program to provide individualized instruction opportunities for these students.

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

Intervention teachers are an ongoing need for Sorgho. In the fall of 2020, we put in place two interventionists utilizing Title I to serve as interventionists and literacy coaches in order to close the reading achievement gaps. Additionally, to close achievement gaps in special education, our special education teachers need more professional development in how to effectively help students who qualify for resource services to grow in reading, writing, and math, and continue to build a schedule that effectively meets special education students needs. So many students in special education have varied needs and often resource time has a variety of students in each room and this makes it difficult to reach every students' specific needs.

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.

Sorgho conducts data analysis at varied points throughout the school year. In the fall, we analyze all state testing data as well as incoming/beginning of the year benchmark data such as Developmental Reading Assessment (DRA) and Case 21 benchmark scores for intermediate students. This data is analyzed in PLC and faculty meetings and presented to SBDM. Additionally, all parents are made aware of student level from this data at fall conferences. Throughout the year, we discuss data in PLC teacher groups and in faculty meetings. We repeat benchmark data in fall, winter, and spring cycles. Students also have progress monitoring, and those in special education have weekly monitoring and those in RTI have bi-weekly monitoring. This data is then used to adjust our instruction as well as programming and type of services throughout the year. We make plans as to how we will better reach students through professional learning, instruction, and intervention or

resource supports. This involves all teachers and is reported to SBDM. Parents receive progress reports or report cards every 4.5 weeks for individual students.

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.)

Sorgho's professional development plan for 20-21 centers around two key core work processes: design and deliver instruction (this year emphasis on COHERENT instruction despite various learning models due to pandemic) and design and deliver support processes. Both of this will directly impact our achievement gap groups. In working on designing and delivering instruction, we will reach more of our free and reduced lunch students as well as our special education students. One of our gap goals specifically addresses helping special education teachers use assessments to identify individual students gaps and resources to use for resource time. Another discusses full implementation of our math curriculum this year to create consistency for students in coming years, which will support our F/R and special education students. It also utilizes consistent reading curriculums and foundational reading skills instruction. In design and delivery of support processes our school is highly focused on helping students who need reading interventions receive all the support they need to grow. This includes teachers, assistants, interventionists, and special education teachers. We also will be formally trained in MTSS structures in February to further help us provide support for these gaps.

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).

see attached sheet

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

see attached sheet

Attachment Summary

Attachment Name	Description	Associated Item(s)
 SES Gap Group Identification	Identifies Gap Groups for CSIP plan.	•
 SES Measurable GAP Goals	Contain goals for identified gap groups.	•



2020-21 Phase Three: Professional Development Plan for Schools_SY2021

2020-21 Phase Three: Professional Development Plan for Schools

Sorgho Elementary School
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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?

The mission of Sorgho Elementary School is to promote student achievement by setting high standards and providing every learning opportunity necessary for our students to be successful lifelong learners. We do this so our students may achieve their goals and thrive in the 21st Century.

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?

Design and Deliver COHERENT Instruction- Data from needs assessment shows our students academic weaknesses in content areas, particularly, reading, math and science. We are implementing a new math curriculum fully this year, are in the 3rd year of our ELA curriculums, will implement a new SCIENCE curriculum in K-2 as a pilot in the second semester and are only in the 2nd full year of implementation of science curriculum at 3-5, and need to work on fully understanding the social studies standards. In addition, we are having to RETHINK instructional designs and curriculum maps to fit a HYBRID A/B LEARNING model in the pandemic, so we are participating in learning new ways to bring school to home through Google Classroom and various tech programs to support it as well as change our instruction and determine what is best to do in-person and what can be learned on hybrid days through different venues. Designing and Delivering Support Processes- Data from needs assessment indicates we have several students below grade level in early primary in reading as well as some in intermediate grades in KPREP proficiency as well as benchmarks. Student data also indicates needs in math proficiency. We need to work on providing feedback to help students just in time for learning increase, providing interventions in a tiered system, providing supports to remove barriers in the pandemic so all students can learn.

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

Design and Deliver Coherent Instruction relates to school goals of increasing the number of students on grade level in primary and the number of students scoring proficient in intermediate grades. When our instructional practices increase in effectiveness and equity, our student achievement will increase. In Designing and Delivering Support Processes, Sorgho has made it a goal to set up and utilize interventions to have more students on grade level, currently this focus is for reading. In 2020-2021 school year, Sorgho also has a goal to continue coherent quality instruction in an ever-changing environment during a pandemic so our students can continue to learn and be on grade level.

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.

Long term changes are continued implementation of curriculums for effectiveness. Implementing new curriculums takes initial professional development, but then takes time to implement and adjust to meet students needs and fully understand the intent of the curriculum and its pacing. Full implementation of a curriculum in which all students have experienced the same curriculum will take 6 years to see its

benefits. In that time, teachers will need to dig deeper into understanding the curriculum and then move to analyzing and responding to student work for next steps with the curriculum and adjustments. Short term changes include learning how to best implement effective instruction in the HYBRID model. Teachers are having to learn how to adjust planning methods as well as delivery of content through digital platforms such as INSYNC, EQUIP, and ZEARN for math, PhD science videos, and I-Ready for reading gaps. We also are learning how to use computer programs to assess our students for needs and GAPS such as I-ready and Case 21 Benchmark to better understand our students gaps and benchmark levels in order to provide needed supports.

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

1, Increase student achievement. If we continue to work on implementing high quality curriculums that meet standards effectively, then more of our students should be on grade level in reading and math in primary and more students should score proficient in reading on KPREP and Math KPREP in intermediate grades. 2. Increase teacher knowledge and capabilities to teach in a hybrid model. Teachers will be able to set up hybrid models for learning that ensure students are learning despite which mode they are in- at home or in-person. Increase the number of students completing hybrid work. If we provide quality curriculum, remove barriers to students being able to participate in school, and provide interventions and supports, our students will complete hybrid school work and achievement will increase.

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.

Increase number of students on grade level in reading in DRA in primary. Increase number of students scoring proficient in reading and math on KPREP. The percent of students completing hybrid work will increase, which results in student achievement increase.

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

All teachers.

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

Teachers will be impacted by increasing knowledge and efficacy. Students will be impacted by increasing student achievement.

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

Title I funding to support intervention teachers, tech programs, and materials to implement curriculum. SEEK monies and Instructional Flext Focus funds to support curriculum materials. Time to work with teachers to pace and plan curriculum, look at student assessments and learn how to look for next steps with I-ready, Case 21 benchmarks, and DRA results.

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

This year our school has Wednesday afternoons for professional learning communities to provide opportunities for PD and planning/student work analysis. Each team also has daily common planning time to collaborate. Teachers are also supported by the instructional coach and 2 literacy interventionists

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.

I-Ready Reports Case 21 benchmark assessments DRA results Google Classroom lessons and plans

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.

Long Term Goals- Work with interventionists and PBIS team to provide interventions for all students who meet criterias. Work with Ky Abri to complete MTSS model training and further implement processes. Build MTSS model that functions at a high level to close gaps. Continue to work on certification for PBIS by moving into Tier 2. Short Term Goals- Make sure all students that have qualified for reading interventions this year do not lose any opportunity to receive interventions on the days they are at school. Work with teachers to provide in-class and out-of-class interventions to meet students needs. Remove barriers to learning in the hybrid model through quality planning, parent support, extra student supports such as

small group days using ESS Daytime Waiver funds, and collaborate with FRC to remove the home barriers to learning. Finally, find ways that work to assess student gaps such as through I-ready and Case 21 benchmark assessments and apply findings to “just in time” supports for students in the classroom and at home.

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

Student achievement increases in math and reading. Amount of complete hybrid work should increase.

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.

The number of students on grade level DRA in primary grades should increase. The number of students proficient in KPREP reading and math should increase. The number of students completing hybrid work should increase. Benchmark scores will improve for school and for individual students.

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

All teachers.

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

Teacher effectiveness in providing interventions and supports for completing hybrid work. Students and their achievement.

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

Tech materials using Title I funds. Title I dollars to fund interventionist teachers to provide interventions and provide PD for teachers by helping them analyze student performance and design next steps. Time to analyze student needs to provide interventions. Time to collaborate with FRC and leadership team to brainstorm, plan and implement additional supports for students. Time to learn about and use success criteria and protocols for analyzing student work to have impact on achievement. ESS daytime waiver dollars to implement gap instruction.

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

Professional Learning Communities occur each Wednesday and Faculty Meetings on 2 Tuesdays a month that include professional learning to provide interventions, meetings to learn about student barriers, discuss and work to remove by collaborating with all staff, and student work protocols and analysis to provide “just in time” supports.

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.

PLCs are monitored weekly by leadership team. Leadership team provides PD, sets up PD with outside providers, and gets feedback each semester on PD work completed. Use student data to see impact on achievement: Case 21, I-Ready, DRA.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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

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)
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Sorgho Elementary School CSIP Plan All Goal Areas

Goal Area 1 :Proficiency					
Goal:Increase the number of proficient students in math and reading in KPREP for 3-4-5 and DRA reading for K-1-2.					
Objective (short term target)	Strategy (key core work process area)	Activities (things we will do as a school)	Measure of Success (criteria that shows impact of work)	Progress Monitoring (timelines, individuals responsible)	Funding Sources (sources needed to support improvement initiative)
1.1 The number of students scoring proficient or distinguished in KPREP math will increase from 42% to 48% by September 2021.	Design and Deliver Instruction Review, Analyze and Apply Data results	1.1.1 Utilize InSync and Equip math video technology to support instruction in Eureka math in hybrid learning model. 1.1.2 Utilize Case 21 Benchmarks to check student progress and identify gaps to provide additional learning support.	1.1.1- see lesson plans and Google Classroom assignments 1.1.2- Benchmark assessment data and PLC analysis notes	1.1.1- August- May- teachers, instructional coach, principal 1.1.2- December, March and May benchmark results as well as PLC analysis notes- teachers, principal, instructional coach	Title I Software: \$5280
1.2 The number of students scoring proficient or distinguished in KPREP reading will increase from 54% to 60% by September 2020.	Review, Analyze and Apply Data Results	1.2.1 Utilize the I-Ready reading program to provide students with reading supports, monitor reading mastery and progress on standards. 1.2.2- Utilize Case 21 Benchmarks to check student progress and identify gaps to provide additional learning support. 1.2.3 Create PLC characteristics and guidelines for	1.2.1- See I-Ready reading reports 1.2.2- Benchmark assessment data and PLC analysis notes 1.2.3-PLC notes, characteristics/expectations chart	1.2.1- December- May I-Ready progress monitoring reports- teachers- interventionist 1.2.2- December, March and May benchmark results as well as PLC analysis notes- teachers, principal, instructional coach 1.2.3- January-December- work on learning about quality PLCs in faculty meetings to	Title I Software: I-Ready-\$2148.22 Case-21 (spring 20-21 bill): \$2075

		teacher-driven PLC based on classroom/grade level needs		design expectations, then implement flexible teacher led PLCs- principal, teachers	
1.3 The number of students on grade level in K-1-2 according to DRA will increase from 40% in the fall to 65% by May of 2021.	Design, Align, and Deliver Support Processes	1.3.1- Provide literacy interventionists and coaches (2) to provide reading interventions and work with teachers and assistants to provide targeted reading instruction. 1.3.2 - Provide instructional assistants to support targeted reading instruction. 1.3.3- Complete beginning training for MTSS with KY ABRI in order to continue our model of interventions.	1.3.1- Intervention schedules and student data to show reading growth. 1.3.2- Assistants schedules and student data to show reading targeted instruction and student growth in reading. 1.3.3- PD attendance and models created from MTSS training.	1.3.1 and 1.3.2- Progress monitoring reported to SBDM at least bi-monthly. Quarterly DRA progress meetings with teachers- interventionists . 1.3.3- February- initial training in MTSS with district cohort-principals, interventionists.	Title I teachers in order to provide interventionists: \$114,199 Title I tech software: Michael Heggerty Videos: \$159.96 Assistants- Paid from Board 4.5, I paid from ELL funding- \$7756 Title I Certified Subs: \$5708.58

Goal Area 2: Separate Academic Indicator

Goal: Increase number of proficient students in social studies, science, and writing.

Objective (short term target)	Strategy (key core work process area)	Activities (things we will do as a school)	Measure of Success (criteria that shows impact of work)	Progress Monitoring (timelines, individuals responsible)	Funding Sources (sources needed to support improvement initiative)
<p>2.1 The number of students scoring proficient or distinguished in KPREP Social Studies will increase from 52% proficient and distinguished 2019 to 57% by September 2021.</p>	<p>Design and Deploy Standards</p>	<p>2.1.1 Purchase Simple Solutions Social Studies Supplemental Guides and use in instruction to support Social Studies content specific vocabulary in grades 3-4-5. 2.1.2 Conduct new social studies standards training for teachers in Summer of 2021 to help with new standards implementation.</p>	<p>2.1.1 Teacher lesson plans show use of Simple Solutions and students demonstrate higher level of knowledge on Case 21 Social Studies assessments on 5th grade benchmarks. 2.1.2 PD agendas on social studies standards training</p>	<p>2.1.1- September 2020-May 2021- lesson plans indicate implementation- teachers, instructional coach, principal. 2.1.1- Case 21 benchmarks in December, March, and May indicate increased knowledge in Social Studies in 5th grade. 2.1.2 July- PD in social studies standards</p>	<p>Instructional Flex Focus Funds for Simple Solutions Books- \$1947 Title I Registration Fees for PD in social studies- \$2000 Title I Travel - \$2000</p>
<p>2.2 The number of students scoring proficient or distinguished in KPREP Science will increase from 31% in 2019 to 36% by September 2021.</p>	<p>Design and Deliver Instruction</p>	<p>2.2.1 Implement PhD Science in grades 3-4-5 for consistent science curriculum in new standards. 2.2.2 Complete PhD Science Pilot curriculum training for K-1-2 and implement modules.</p>	<p>2.2.1 Teacher lesson plans indicate use of PhD. 2.2.1 Student end of module assessments indicate knowledge of science. Case 21 Benchmarks in grade 4 indicate increase in science knowledge. 2.2.2 - K-1-2 complete teacher trainings and lesson plans indicate implementation of the module.</p>	<p>2.2.1- Lesson Plans- teachers, instructional coach, principal 2.2.1- Module assessments at end of each module August-May discussed in PLC, Case 21 benchmark assessments for grade 4 science in December, March, and May indicate increase in science. 2.2.2- Teacher pilot PD training completed</p>	<p>Title I Supplemental Books: \$4,760.98 Title I Software for PhD Science Videos: \$892</p>

				in December 2020 and January 2021 then lesson plans indicate implementation of modules from January- May- teachers, instructional coach, principal.	
2.3 The number of students scoring proficient or distinguished in KPREP On-Demand will increase from 41% in 2019 to 46% by September 2021.	Review, Analyze and Apply Data Results	2.3.1 Utilize protocols for large writing pieces in grades 3-5 during PLC meetings and apply data to instruction.	PLC protocol analysis notes, lesson plans noting impact to instructional plans	August-May as pieces are completed- Literacy coaches, principal, teachers	None

Goal Area 3: Achievement Gap

Goals: 3.1 and 3.3. Increase the number of economically disadvantaged students scoring proficient in reading and math.
3.2 and 3.4 Decrease the number of special education students scoring novice in reading and math.

Objective (short term target)	Strategy (key core work process area)	Activities (things we will do as a school)	Measure of Success (criteria that shows impact of work)	Progress Monitoring (timelines, individuals responsible)	Funding Sources (sources needed to support improvement initiative)
3.1 Increase the number of free and reduced students scoring proficient or distinguished in KPREP Math from 36% in 2019 to 41% in spring of 2021..	Design and Deliver Instruction	3.1 Implement Eureka Math curriculum school wide to create consistency and equity in our math instruction.	Teacher lesson plans and observations reflect implementation of Eureka.	August-May- Instructional Coach Principal, Teachers	Title I Funding: Supplemental Books: \$10,000
3.2 The number of special education IEP students scoring novice in KPREP Math will decrease from from 44% in 2019 to 40% by September 2021..	Design, Align and Deliver Support Processes	3.2.1 Ensure that students' who qualify for special education services receive BOTH core instruction and resource time in needed content areas.	Special education students schedules, daily classroom schedules, and resource teacher schedules	August- May- daily schedules- in person, hybrid, or virtual- Assistant principal, principal, resource teachers, regular education teachers.	None
3.3 The number of free and reduced lunch students scoring proficient or distinguished in KPREP Reading will increase from 49% in 2019 to 54% by September 2021.	Design and Deliver Instruction.	3.3.1-Implement Expeditionary Learning Curriculum in grades 3,4,5 to create consistency and equity in our ELA instruction. 3.3.2 Implement text set and Foundations at P1, P2 and Zoophonics at K to create consistency and equity in our ELA instruction.	Teacher lesson plans and observations reflect implementation of Eureka.	August-May- Instructional Coach Principal, Teachers	Title I Textbooks: Foundations/EL workbooks and books: \$12,000 Title I Reference Materials: \$1000
3.4 The number of special education IEP	Design, Align and Deliver Support	3.4.1Provide PD for Special education	Professional Development Agenda	July 2021- Professional	None

<p>students scoring novice on KPREP reading will decrease from 36% in Sept. 2019 to 31% by September 2021.</p>	<p>Processes</p>	<p>teachers by school interventionists to learn assessments and then research based programs/practices to fill in reading gaps for SLD students..</p>	<p>and participant reflection</p>	<p>Development Day designed by reading interventionists and attended by special education resource teachers- principal and interventionists responsible</p>	
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Goal Area 4: Growth**Goal:** Increase the number of students on grade level in primary reading and math.

Objective (short term target)	Strategy (key core work process area)	Activities (things we will do as a school)	Measure of Success (criteria that shows impact of work)	Progress Monitoring (timelines, individuals responsible)	Funding Sources (sources needed to support improvement initiative)
4.1 By September 2021, 13% of 5th graders will improve in growth from either novice or apprentice in KPREP reading.	Design and Deliver Assessment Literacy	4.1.1 Utilize the I-Ready reading program to provide students with reading supports, monitor reading mastery and progress on standards.	4.1.1- See I-Ready reading reports	4.1.1- December- May I-Ready progress monitoring reports- teachers- interventionist	Title I Software: I-Ready: \$2000
4.2 By September 2021, 18% of 5th graders will improve in growth from either novice or apprentice in KPREP Math.	Review, Analyze and Apply Data results	4.2 Utilize Case 21 Benchmarks to check student progress and identify gaps to provide additional learning support.	4.2- Benchmark assessment data and PLC analysis notes	4.2- December, March and May benchmark results as well as PLC analysis notes- teachers, principal, instructional coach	Title I Software; (Spring 20-21 bill): \$2000

Goal Area 5: Transition Readiness

Goal: Increase the number of successful transitions from pre to K, primary to intermediate, and 5th to middle school by creating a positive school culture.

Objective (short term target)	Strategy (key core work process area)	Activities (things we will do as a school)	Measure of Success (criteria that shows impact of work)	Progress Monitoring (timelines, individuals responsible)	Funding Sources (sources needed to support improvement initiative)
<p>5.1 The percentage of parents, students and staff who feel Sorgho has an overall supportive environment will increase from 76% in 2019 to 80% by the fall of 2021 on The Leader in Me Survey.</p>	<p>Establish Learning Culture and Environment</p>	<p>5.1.1 Implement the Leader in Me program to help students and families learn key life skills for effectiveness in family and school life. 5.1.2 Collaborate with Family Resource center to provide families with needs to remove barriers to learning and promote involvement with the school. 5.1.3 Communicate with families through virtual parent/teacher conferences, DOJO, Wildcat Weekly and Sorgho Sampler newsletters, and phone calls to increase family involvement and feeling supported.</p>	<p>5.1.1 Family Time and Wildly Important School Goals show implementation of Leader in Me along with Wildcat Weekly and Sorgho News. 5.1.2- Family Resource Coordinator Reports bi-monthly in FRC meetings on how FRC is meeting family needs. 5.1.3- See Family Time lessons, parent/teacher conference logs, DOJO records, Wildcat Weeklys and Samplers.</p>	<p>5.1.1- August- May-School Lighthouse Team, School Lighthouse Coordinator and Principal 5.1.2- Family Resource Coordinator Reports bi-monthly-FRC Coordinator 5.1.3- August-May-teachers, principals.</p>	<p>Title I Software for Leader in Me: \$5000 Family Resource Family Supports: \$1000</p>
<p>5.2 The overall score for the PBIS Self Assessment Survey (SAS) will increase from 84% to 87% by spring of 2020.</p>	<p>Establish Culture and Learning Environment</p>	<p>5.2.1- Continue to Implement PBIS expectations and reward system. 5.2.2- Implement the Tier 2 PBIS process with check in and</p>	<p>5.2.1- PBIS data indicates continued drop in office referrals. 5.2.2- PBIS check in and check out data indicates interventions and increase in</p>	<p>5.2.1- PBIS core team meets monthly to discuss data-assistant principal, school counselor, and PBIS team. 5.2.2- Check in and</p>	<p>Assistant Principal Stipend SEEK: \$6000 DOJO Rewards from General Fund: \$2500</p>

		check out system for students in Tier 2.	positive behavior for students. 5.2- SAS increases.	Check out data- October-May- Assistant Principal and School Counselor	
5.3 The number of parents who report a sense of family efficacy in understanding the school's goals and how to help their child at home will increase from 82% to 85% on the Leader in Me Survey by June 2020.	Establish Learning Culture and Environment	5.3 Purchase reading materials and books to share with families to teach families how to support their children with reading at home.	5.3- documentation of handing out materials and teaching families how to use them, increase in students' reading abilities by end of year.	February Drive by - I Love to Read parade with students/families.	Title I Parent Involvement Funds: \$1804.67
5. 4 Increase the overall school climate rating from Impact Survey from 57% to 65% by spring 2020 as indicated from Google form survey of same climate questions.	Establish Learning Culture and Environment	5.4.1- Provide teacher supports for instruction as well as SEL to promote a positive culture through PLC check-ins by administration, instructional materials to support hybrid model instruction, and social emotional supports for teachers. 5.4.2 Staff Leader in Me Culture action team provides opportunities for teachers SEL and staff support/interactions at work.	5.4.1- PLC check ins by administration team, instructional material purchases, faculty meeting agendas show SEL boosters and supports. 5.4.2- Culture action team activities promote encouragement, support and fun at work.	5.4.1- August -May-see faculty meeting agendas, PLC check in notes, virtual walkthrough notes, and Staff Wildcat Weekly- principal. 5.4.2- See culture action team goals and activities- staff members on culture action team.	SEEK Principal's funds and snacks- \$1000 Social Fund Monies from Picture Day sales and coke machines/snacks: \$2000.