



## 2020-21 Phase Three: Executive Summary for Schools\_SY2021

2020-21 Phase Three: Executive Summary for Schools

**Southern Oaks Elementary School**

**Jennifer Humphrey**

7525 Hwy 431

Utica, Kentucky, 42376

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?

Southern Oaks is a PK-5 elementary school in southern rural Daviess County, Ky. We are a Title 1 school with 459 students PK-5. We have 18 classrooms teachers, 3 special services teachers one of which has a highly structured classroom, a preschool program, 1.5 speech therapist, 1 music teacher, 1 PE teacher, 1 Art teacher, add 1 librarian. Our school population consist of 72 EL students who speak 5 different languages. Over the last three years we have has an increase in refugees from Burma, thus increasing a need for EL support. Our free reduced population is 53.27% for the 20-21 school year. Our overall population continues to grow each year with the addition to a neighborhood that is within our schools district. Our special services population makes up 17% of our student body while our gifted and talented population is 5%, our ELL/LEP population is 16% and our migrant population is 1%. . We have 28 full time certified teachers in our building. 88% of our teachers hold masters degrees and 35% hold a rank 1. We have 3 National Board Certified teachers in our building. We have a guidance counselor, an Instructional Coach, and a Family Resource Center Coordinator provided in our building including speech services provided by one speech therapist for PK - 5 and another part time speech therapist, occupational therapy, physical therapy, and counseling services. We are a PBIS school with a school wide PBIS coach that helps to guide students and staff through the implementation of PBIS.

. 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.

Our purpose statement is "Celebrating the Success of all Students as they Learn, Lead and Grow." In our school, we work to celebrate learning, leadership, and growth. These are an emphasis in all that we do. As a Leader in Me school, we operate using the 7 Habits of Highly Effective People. Through this habits, we emphasize leadership in our daily routines and lessons. As we see leadership exemplified we celebrate through Stallion Salutes. Students have the opportunity to seek leadership through classroom jobs, school jobs, participation in a variety of school clubs including choir, art, archery, running, FCA, Academic Team and instrument club. Purposeful learning is strived for each and every day. The use of learning targets focus students and teachers on the purpose of each lesson.

Students even take part in developing the learning targets at times. Students set goals for their learning throughout the year and plan steps for meeting those goals. As these goals are met we take time to celebrate growth. We work to instill a growth mindset in our students by using setbacks, failures, and misconceptions as a way to learn and grow.

. 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.

Our school was designated as a three star school on our last state assessment. We have also been a Leader in Me school for the last five years. We want to work to continue to grow as a Leader in Me school to instill leadership in all our students and to help them to grow into their leadership potential. We have a goal to work on our planing to improve our ability to meet the needs of all students in our building. We would like for ALL students to leave SOES reading on grade level and able to do grade level work in math. We were designated as a Bronze Level PBIS school this school year. We have begin the process of implementing MTSS to combine our academic and behavioral intervention processes to provide students the opportunities to succeed in all areas and to meet our goals of reading on grade level and performing math on grade level before moving to middle school.

. **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.

We are not a CSI or TSI school.

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

Our Family Resources Center works hard to provide for our families. We have the backpack program, we offer Family Involvement Nights, we provide transportation for parents to school functions, we provide dental screenings and assistance with dr. visits, we work with the Goodfellows organization to meet students needs, we provide Thanksgiving food baskets through our food drive and Christmas for our families through our Christmas Angel program. This school year we have worked to provide hot spots to families who do not have internet access with the help from our district and our family resource center.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 SOES 2019 School Report Card Summary -	This is the most up to date STAR rating due to COVID 19.	.



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_SY2021

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Southern Oaks Elementary School**

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## **2020-21 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

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

- Continuous Improvement Diagnostic for Schools

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

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

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

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

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

- Progress Monitoring

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

Please enter your name and date below to certify.

Jennifer Humphrey 09-21-2020



## 2020-21 Phase Two: The Needs Assessment for Schools\_SY2021

2020-21 Phase Two: The Needs Assessment for Schools

**Southern Oaks Elementary School**

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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?

Data is tracked and discussed weekly during common planning time within the school day and progress towards goals of proficiency are monitored. We look at MAP data, Benchmark Assessments and Case 21 Assessments to determine student needs and instructional decisions. Agendas and minutes from our meetings are documented within our Title I documentation.

## 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.

Design and Deploy Standards: Our school wide curriculums in ELA and math keep us grounded in the standards. We are working to implement science standards through the implementation of PhD Science and the EL labs. We are in need of additional support in science for K-2. We are also in need of curriculums that help us to implement the new social studies standards Design and Deliver Instruction: We are focusing on the criteria for success of targets by using our essential learnings and our proficiency scales and tracking the data in Mastery Connects. Our ELA curriculum provides rubrics students can use to determine if they are meeting the criteria for success. We need to be more consistent and making sure students know the criteria for success and helping students take responsibility for their own learning in all content areas K-5. Review, Analyze and Apply Data Results: We are using Mastery Connects K-5 to track student data. We are using this data to determine instructional needs and to provide appropriate interventions. This is an area of growth for us that we will work on all year. While we track all students we will pay close attention to our Free and Reduced lunch student data to make sure they are reaching Mastery because 2018-2019 KPREP Data showed that 84% of students scoring Novice in Reading were in the economically disadvantaged category, while 87.5% of students scoring Novice in math were from the

economically disadvantaged category. We are also working to implement science instruction at least three times a week K-5. It was evident from our KPREP results that our students are not proficient in the new science standards with only 14 students scoring in the proficient category and 0 students scoring distinguished. We will also work to learn the new SS standards so that we don't create gaps in social studies instruction. Design, Align and Deliver Support Processes: We have worked to create a schedule that allows our Daytime ESS instructor and our ELL interventionist to collaborate more in the regular classroom as well as work in small pull out groups to address needs. We have also created a schedule allows our Title I assistants to work in K-2 classes during reading and math instruction and to provide additional small group work in 3-5 classes. We are using Do the Math as an intervention in our 4th grade math classes. Our migrant program also offers additional support weekly for our migrant students. Establish Learning Culture and Environment: Two way parent communication is provided daily to discuss both academic and behavioral concerns through the schoolwide use of Class DOJO. Teachers also communicate through email, phone calls and text messages. We provide opportunities for parent/teacher conferences twice a year and additionally as needed and requested by either parent or teacher. We use our translating service to speak to parents in their native language. We make home visits to parents who can not come to school. We also provide summer activities for our most disadvantaged students within their neighborhood. To support SEL, we provide trauma training to all staff, we provide PBIS training to all staff, and work to set up school wide reward systems in all parts of the school. Our counselor, PBIS coach and FRC direction meet with small groups to support SEL weekly. Weekly SEL lessons are provided to all students via Morning Meeting, the school news and the weekly classes with the counselor.

## **ATTACHMENTS**

### **Attachment Name**

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## Priorities/Concerns

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

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

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

Design and Deploy Standards: Our focus this year will be the implementation of the science standards K-5 due to only 14 students scoring proficient or distinguished on our 2018-2019 KPREP scores. Due to COVID 19, we do not have data for the 2019-2020 school year and are working to continue to implement the new science standards K-5. We are also working to make sure students K-5 are reaching mastery on the Essential Learnings created in our standards based grading work. This will help us to move students out of novice in reading and math. Our K-1 students will receive a standards based report card this year. Design and Deliver Instruction: We will fully implement PhD Science in grades 3-5 and participate in a pilot for K-2 PhD Science. We will continue to refine implementation of Expeditionary Learning as our ELA curriculum K-5 with special focus on the foundational skills through book studies. We will also work with district coaches to create our own text sets to enhance the module studies. Review, Analyze and Apply Data Results: We are implementing the use of Mastery Connects to help us track data in the areas of reading and math to determine if students are mastering the essential learnings of each standard through exit tickets, checks for understanding, and summative assessments.. We review and analyze these each week to determine instructional needs. In grades 3-5 we will track mastery of science standards through frequent checks for understanding, exit tickets and summative assessments. Design, Align and Deliver Support Processes: We will continue to use the Daytime ESS funds, ELL funds and Title I funds to employ an intervention teacher to focus on providing interventions and supports for our economically disadvantaged students and our ELL students. We also use Title I funds to provide extra support through classroom assistants in K-2 reading and math classrooms. We will use research based curriculums like "Do The Math" and Moby Max to provide Tier 2 interventions in the area of math. Establish Learning Culture and Environment As we become more refined in our implementation of Tier 1 behavior interventions we will move into learning about and implementing Tier 2 behavior interventions effectively. We will continue to train staff in the area of Trauma Awareness. SEL will continue to be supported through our PBIS coach, Guidance Counselor and FRC Director.



## Trends

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

Priorities/Concerns Academic: Our economically disadvantaged group continues to score significantly lower in both reading and math than our non economically disadvantaged group. Our ELL group is included within this group and continue to be an area of focus as well. Due to COVID-19 and virtual learning we see this gap growing even more. Cultural: Our ELL students score lower than our non ELL students in both reading and math. Behavioral: The majority of our behavior concerns come from Caucasian boys in 2nd and 3rd grade.

## 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](#)

Science standards need to be implemented K-5. We will do this by implementing PhD science K-5. We need a researched based intervention program for both reading and math to supplement our school wide curriculum and provide Tier 2 interventions. We will use "Do the Math" and "Moby Max". Due to Covid-19 and virtual learning and hybrid learning, we face a learning curve for Virtual Instruction and will continue to grow in strategies for effective virtual instruction. For Hybrid instruction, we face challenges of making sure we are staying within the essential learnings of the standards to ensure effective and sound grade level instruction for all students. Design and Deliver Instruction: Our focus this year will be to create criteria for success for our students to understand how they can meet the targets and assess where they are in their own learning. We will also focus on the implementation of PhD science to teach science standards K-5. Review, Analyze and Apply Data Results: We will track students' progress toward mastery of essential learnings of each standard and using our proficiency scales and use that data to determine next steps. We will begin using a standards based report card in grade K/1.

## 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%.

Our proficiency in math increased from 56.9% on the 2017-2018 KPREP assessment to 61.9 on the 2018-2019 KPREP assessment. Our proficiency in Social Studies increased from 56.9% on the 2017-2018 KPREP assessment to 63.1% in the 2018-2019 KPREP assessment. Our proficiency on writing increased from 46.6% on the 2017-2018 KPREP assessment to 66.2% on the 2018- 2019 KPREP assessment. Although our reading scores showed a 1% decrease on the 2018-2019 KPREP assessment, we feel that this may be due the learning curve implementation of a new reading curriculum. We are pleased with the curriculum and how it address needs from the earliest foundational skills to the 5th grade ELA standards. We are seeing fewer gaps in our youngest students and hope that this causes our data to trend positively. Due to COVID-19 we do not have new data to look for strengths and will continue to use the data available to use while collecting new data points throughout the 2020-2021 school year.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Needs Assessment Document</u>		.



2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_SY2021

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

## I. Achievement Gap Group Identification

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

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

Achievement Gap Spreadsheet is attached.

### **ATTACHMENTS**

#### **Attachment Name**

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 Measurable Gap Goal 21-22

## II. Achievement Gap Analysis

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

We work hard to provide a research based curriculum to all students as our Tier I instruction. For any group of students who need support we have ways to intervene. We have Title I assistants to work with students in small groups, we have a Gap interventionist who works with students one on one and in small groups. She works with all students who have gaps but her main focus is the ELL population. Our FRC is heavily involved in breaking down barriers for all students. We have a full preschool that helps in early learning effort of students and is a needs based preschool.

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

Due to COVID-19 we were unable to assess in spring of 2020. According to the data from the two previous years, we were making progress toward closing gaps however, gaps were not completely closed in any area. Based on our 2020 Access Test results we show that we are making progress in closing GAPS for our ELL students. Our goals was for 24.7% to reach proficiency, our students scored 44.4% proficient.

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

Due to COVID-19 we were unable to assess in spring of 2020. Based on KPREP data from 2017/2018 and 2018/2019, our proficiency percentage of our Asian population increased from 40% to 50% in the area of reading while the proficiency percent of our Hispanic students in reading increased from 40% to 47.1% and the proficiency percentage of our Economically Disadvantaged students in reading decreased from 46.7% to 45%. In the area of math our proficiency percentage among our Hispanic population decreased from 50% to 47.1% and the proficiency percentage of our economically disadvantaged students increased from 46.7% to 48.8%

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.

Due to COVID-19 we were unable to assess in spring of 2020. According to KPREP data from a two year period from 2017/2018- 2018/2019, we decrease slightly with our economically disadvantaged students in the area of reading from 46.7% to 45% and with our hispanic students in the area of math from 50% to 47.1%.

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

Our class sizes continue to be large which makes it difficult from teachers to provide needs for all students, especially the extra attention needs for students struggling. We struggle to find the "just right" interventions for students in the RTI process. We need someone who can focus on this and provide the interventions or provide teacher training in the intervention.

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.

Clay Durham - PBIS coach - works to provide behavior and social emotional learning interventions and strategies for teachers and students. Amy Beehn - Counselor -provides social emotional learning interventions and strategies for teachers and students. Works to intervene with students in small groups. Jessica Graham - Instructional Coach - provides professional development and coaching to teachers to improve instruction and provide appropriate interventions for students. Marcia Tomes - Interventionist with focus on our ELL 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.)*

We will continue to work to improve performance in our achievement gap areas through books studies and instructional strategies and practices workshops in all academic areas. Professional development will take place during our job embedded

PD time each week, during faculty meetings after school hours and during the summer. Our special service teachers will also receive professional development in providing instruction to students with specific learning disabilities through professional development workshops and through our elementary special services instructional coach. We will utilize our district level instructional coaches to assist us in our professional learning endeavors.

### 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).

We would like to increase the number of economically disadvantaged students in the area of reading from 63% proficient to 65% proficient. We would like to increase the number of economically disadvantaged students in the area of math from 67% proficient to 69% proficient. In the past we have not had a gap group in the area of students with disabilities, this year we anticipate that we will and would like to have 55% proficient in the area of reading and math. We would like to increase the number of all students scoring proficient in science from 22% to meet the district average of 34%.

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.

Closing the Achievement Gap Summary for 21-22 is attached.

#### **ATTACHMENTS**

##### **Attachment Name**

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 Measurable Gap Goal 21-22

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Measurable Gap Goal 21-22	Southern Oaks' plan for closing gaps in 21-22	•
 SOES Achievement Gap Worksheet	Southern Oaks Achievement Gap Worksheet	• I
 Southern Oaks Needs Assessment Document	21-22 Needs Assessment for Southern Oaks Elementary	• III



## 2020-21 Phase Three: Professional Development Plan for Schools\_SY2021

2020-21 Phase Three: Professional Development Plan for Schools

**Southern Oaks 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?

Our mission is to Celebrate the Success of All Students as they learn, lead and grow. It is our responsibility to provide equitable opportunities for students to learn, lead and grow.

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?

Due to COVID-19 our two most critical areas of professional learning this year are in the areas of uses technology to provide all content area( reading, math, science, social studies and writing) instruction and in the areas of identifying gaps and providing researched based interventions to close gaps in reading, math, writing, science and social studies.

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

The professional growth priorities go hand in hand with our goals of providing instruction that will allow all students to be on grade level and proficient in reading and math. It also relates to our goal of raising proficiency in science as we receive professional development in implementing a new science curriculum to help us raise science proficiency scores.

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.

Our goal is to work toward providing professional learning in research based intervention strategies in the area of reading and math. This will be a part of our MTSS initiative to help all students be successful.

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

We want to increase the number of students in all gap areas scoring on grade level and proficient in reading and math.

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.

MAP and KRPEP scores will be summative indicators of success on our goal. Formative assessments throughout the year will also allow us to monitor our success toward our goal.

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

All classroom and special services teachers.

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

Students and teachers will be the most impacted by our plan.

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

We will utilize SEEK, Title I and Professional Development funds will be utilized to meet our goals.

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

We hope to include our district literacy, math and science coach to help with the implementation of the plan.

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.

We will use classroom assessment data, classroom observations, student work samples, and staff survey data.

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.

We want to increase the amount of science taught K-5 and increase students proficiency in science.

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

We hope to increase the number of students scoring proficient on our state assessment. We also hope to improve teacher knowledge of how to implement the new science standards.

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.

State assessment scores as well classroom observations of science instruction will be our indicators of success.

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

All teachers K-5.

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

Teachers and students will be impacted by this professional learning. Teachers will improve their knowledge of the science standards, how to teach the new science curriculum and students will be impacted by instruction they receive.

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

We will SEEK dollars, Title I dollars, and Professional learning dollars to help with the implementation of the plan.

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

We will utilize district support from our science coaches and our instructional coaches to ensure full implementation of the plan.

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.

Classroom observations, student work samples, formative and summative assessments will be used to monitor the plan.

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

**Southern Oaks Elementary School**  
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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**

Our parent inout meetings will be virtual this year due to COVID -19 restrictions.

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**

This is offered in conjunction with Family Resource.

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)
 <u>Southern Oaks Parent Compact</u>		.

