2020-21 Phase Three: Executive Summary for Schools_SY2021

2020-21 Phase Three: Executive Summary for Schools

Tamarack Elementary School
Carrie Munsey
1733 Tamarack Road
Owensboro, Kentucky, 42301
United States of America

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

Tamarack Elementary School

Table of Contents

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

Tamarack Elementary School

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?

Founded in 1962, Tamarack Elementary School has a rich history in excellence in excellence in education. We have served generations of Tamarack students for 578 years. Our enrollment is 475 students, grades preschool through 5th, and has remained steady the past 5+ years, with a school staff of 85. While our building has undergone several renovations, updating our facilities to meet the ever-changing technological advancements, one aspect has never changed: Our commitment to improving the lives of children. Tamarack serves a diverse population of students and offers a variety of services to meet the needs of children at all learning levels. We are located in the heart of the city of Owensboro and surrounded by neighborhoods that include middle class owned homes, rental properties and state provided housing. At Tamarack Elementary School we are living our mission of Striving to Achieve Real-World Success!

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Tamarack Elementary School is to provide a quality academic and nurturing experience for all students in our school. This experience, supported by the District's mission of "Kid's First" will ensure that all students are prepared to successfully transition to the middle school after their experience here. TES staff members clearly understands that a quality educational experience cannot be provided for students without an environment that is safe, nurturing and focused on meeting the needs of the whole child. To that end, the school's purpose can only be accomplished by ensuring the professionalism and competence of all staff members both certified and support, both instructional and operational. Our moto says it all -- "Together Everyone Succeeds."

. 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.

In Spring 2019, Tamarack Elementary School earned a 3 STAR Rating, with an Overall Score of 70.0. The School Report Card Results reported NO SIGNIFICANT GAPS. In

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

Tamarack Elementary School

2019, Tamarack rose to the top in Math and Science. Science scores still rank in the TOP among the tri-state/region. Although Tamarack's Scores continue to increase over the past 4 years, we know that we have some areas that we still strive to grow in. Tamarack Elementary and DCPS have long possessed a strong sense of community pride and interest in school success, and the TES Site-Based Council and the DCPS Board of Education view supporting student achievement as their primary focus. The support provided in combination with the commitment of the Tamarack Elementary Staff have been critical to fostering an urgency of ensuring goals of continuous growth of our staff and for our students. Improvement efforts at the school level will center on goals to enhance student achievement developed by the school leadership team. This plan will focus on continuing goals and strategies that will assist all teachers and all students in reducing novice and reaching proficiency. 2016-2018 Healthy Schools Program: The Alliance for a Healthier Generation founded by the American Heart Association recognized TES for creating a healthy school environment, receiving BR

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

N/A

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

N/A

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

Tamarack Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase One: Continuous Improvement Diagnostic for Schools_SY2021

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Tamarack Elementary School
Carrie Munsey
1733 Tamarack Road
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Carrie Munsey, Principal 9-21-2020

2020-21 Phase Two: The Needs Assessment for Schools_SY2021

2020-21 Phase Two: The Needs Assessment for Schools

Tamarack Elementary School
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2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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?

Tamarack Elementary School Leadership Team; Principal, Assistant Principal, Instructional Coach, and Guidance Counselor. Response to Intervention Team (RTI): Principal, Instructional Coach, Math Interventionist, Reading Interventionist, Classroom Teachers, and Guidance Counselor. School Site Base Decision Making Members: Principal, 3 Teachers, 2 Parents. Parent Involvement and Engagement Committee, PLC Committee Member, KPREP and MAP Data Review Days with all Certified Teachers (Sept. 27, 2019). PLC Meetings with all Certified Teachers (RTI Data is reviewed, student work samples analyzed, formative assessments discussed). All meetings are documented by an agenda. The School Improvement Plan is developed through the use of the 5 Step Data Analysis Process. Initially, the School Leadership Team dis-aggregates the data and creates key points for school discussion and focus. From there, data is shared with the school PLC Teams during Wednesday's meetings.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

This information is based on 2019-2020 school year data: Reading Intervention: -25% of kindergarten students were released from intervention, 75% did not meet benchmarks, of the 75%, 31% remained in kindergarten for extra year. -58% of first grade students were released from intervention, 41% did not meet benchmarks and were not released, 38% of these are repeating first grade. -88% of 2nd grade students met benchmarks and were released from reading intervention Data for all grades-48% of students met benchmarks and were released, 20% were retained. Math Intervention: 50% of kindergarten met benchmarks and were released, 50% of kindergarten students did not meet benchmarks, 45% of those are spending an extra year in kindergarten 45% of first grade students met benchmarks and were released from math intervention, 55% did not meet benchmarks and 20% of these were retained in first grade. 83% of second grade students met benchmarks and were released from math intervention 17% did not meet benchmarks All Student data: 60% of students met benchmarks and were released from math intervention, 40% did not meet benchmarks, and 33% of these are being retained. 11 of the students in reading intervention are English Language Learners, 10 of the students in math intervention are English Language Learners. According to Brigance

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Screener-56.6% of students are NOT kindergarten ready when they start kindergarten.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

The number of students entering kindergarten NOT READY continues to increase. 56.6% of kindergarten students were not kindergarten ready in 19-20 according to Brigance Screener. Our ELL population numbers also continue to increase. We currently have 47 active Program Service Plans, not including FLEP monitored students. Tamarack also continues to be very transient. We are currently enrolling students from other school districts as well as the virtual academy. Many of these students need a seat in our reading and math intervention programs. Non-Academic Data Points: Creating a school environment where teachers can thrive is a key focus. The 2020 IMPACT KY Survey data shows us progress we have made, but also shows us where we can improve conditions for teachers. KEY FINDINGS: 1. TES Teachers reported most favorably of staff-leadership relationships and school leadership (both 80%). 2. Teachers reported confidence in their ability to educate all students, regardless of race or cultural background, in a data-driven manner (78%). 3. Teachers reported least favorably about resources (58%). 4. School Climate (perceptions of the overall social and learning climate of the school) 72% -- mindset to improve.

ATTACHMENTS

Attachment Name

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Trends

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

Students continue to enter Kindergarten not "school ready" and significantly behind "school ready" students. Brigance data continues to show a yearly decline in K students NOT school ready -- 2017 (47.4), 2018 (53.8%), 2019 (56.6%). English Language Learners continue to increase, from 19 students in 2018 to 38 students in 2019 to 47 students with current plans in 2020. Students Gifted and Talented continues to fall below 1% consistently.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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

Due to 57% of students entering Kindergarten not "school ready," Tamarack will continue to focus on Design and Delivery of Instruction. Students at grades K, 1, and 2 will be Targets 'red flag' students who are not successful with core instruction alone. Teachers and Reading/Math Interventionist will use 'evidence-based' strategies to address student academic or behavioral concerns (AVMR, Fontas and Pinnell). Academic Interventions will be used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. Examples of strategies we are implementing are the use of Instructional Assistants with specific student groups, Guided Reading, Small Group Instruction, Eureka Math Stations, EL Curriculum Labs and Foundational Skills Blocks. Reflex math program will be used to help build math fluency (math technology). The use of technology in the Reading and Math classrooms will ensure each student is using KCM (Kentucky Center for Mathematics) and RTA (Read to Achieve) collaboration with other schools and teachers across KY. More frequent classroom progress monitoring to ensure mastery of grade level standards. According to the 2019 IMPACT KY survey results, teachers reported a least favorably about resources available (58%). There continues to be a demand for updated/upgraded technology in the classrooms for students use to improve academic success (both Virtual/Hybrid). Transient students enrolling in Tamarack are coming to us with reading and math gaps. There is an immediate need for a system or process to ensure appropriate academic interventions are taking place to meet the needs of all students. Tamarack needs a system in place to monitor transient student's data regularly and to ensure a continuous improvement model that monitors what is working.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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%.

PBIS (Behavioral Implementation)---Students at this school understand the school-wide expectations. Based on the SAS (School-wide Self-Assessment Survey) survey results, 96% of staff members felt behavior expectations were defined and stated positively. 94% of the staff who completed the survey, felt the school administrators were active participants on the behavior support team. 87% of the staff that completed the survey felt that school-wide expected behaviors applied to non-classroom settings. According to the 2019-2020 School Report Card, only 2% of the student population have behavior events. According to the same School Safety Data only 0.5% of students required an out of school suspension and only 0.8% required an in-school suspension. According to the 2020 Impact Survey, 90% of the Tamarack Staff felt like they had an easy time interacting with students who are from a different cultural background. 100% of teachers use assessment data to inform their instruction. 92% of teachers felt that they are trusted to teach the way that they think is best. 97% of the teachers felt that school leaders clearly identify their goals for teachers.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: The Needs Assessment for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Tamarack Needs Assessment 20-21	This is Tamarack's current Needs Assessment for school year 20-21.	.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

Tamarack's student population is both diverse and transient. Because of this, we focus on building a sense of belonging through various school-wide activities. Students are encouraged to participate as soon as they arrive in the building,. The school day begins with Galaxy which is a morning tutoring program focused on helping gap students. All students have free breakfast. In addition, the school sponsors a Boys to Men Club. For students that struggle to complete homework, Tamarack sponsors an afternoon Homework Club.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

II. Achievement Gap Analysis

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

Tamarack continues to grow in ELL population, achievement gaps continue to show needs for improvement. Tamarack will also continue to research best practices in order to meet the needs of Economically Disadvantaged Students. These students continue to achieve at lower levels than Non Economically Disadvantaged students. Based on RTI data from Reading and Math Interventionists, students receiving interventions in grades K-2 continue to make improvements. Tamarack will plan for sustainability to RTI interventions in grades K-2.

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

Tamarack continues to get closer to closing the "GAPS." Reading Gap Data Analysis: 50% of African American students scored P/D 58.3% of Hispanic students scored P/D 50% of Two or More Race students scored P/D

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.

Tamarack continues to get closer to closing the "GAPS." Reading Gap Data Analysis: 50% of African American students scored P/D 58.3% of Hispanic students scored P/D 50% of Two or More Race students scored P/D, 16.7% of two or more race students were novice. This is an improvement over the last two years.

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.

According to the school report card, Tamarack does not have any significant gaps in reading or math. In the area of reading, 8.3% scored novice which is a slight regression of 7.1% novice from the previous year.

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

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Tamarack continues to focus on closing gaps and assuring students are on grade level before entering 3rd grade. Interventions have been implemented for those that qualify for reading and math intervention in grades K-2 to close the gaps. Tier 1 interventions are implemented in classroom for students who need additional support. RTI Teams meet every 6 weeks to discuss interventions for students, success of interventions, and student data for students in grades K-5. K-2 teachers are using EL microphase tracker to track student mastery of foundational skills to ensure all students have mastered foundational skills by 3rd grade.

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.

Data Analysis PD day. Gap reduction discussions at monthly faculty meetings. RTI Team meetings once every 6 weeks to review interventions and student work. PLCs to discuss needs improvement and a continuous improvement plan. SBDM review the CSIP goals and objectives three times per year. Strategic partners include Director of Instruction and the District Office of Teaching and Learning.

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.)

Teachers have continued EL Curriculum Webinars and EL training throughout school year. K-3 teachers also attended a two day Foundational Skills training. Classroom teachers also attended Eureka Math refresher training. The school staff have attended trainings on Trauma in order for the school to become a trauma informed school. Math Achievement Grants and Read to Achieve Grants sponsor professional development opportunities for our teachers throughout the school year.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

III. Planning the Work

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

The gaps between sub-populations will continue to decrease: Increase the percent of students on grade level as measured by AVMR Add + Vantage for those students receiving math intervention. Provide a math interventionist to work with K-2 students. Increase the percent of students on grade level as measured by Read to Achieve assessments for those students receiving interventions. Provide a reading interventionist to work with grades K-2. Continue to track K-2 students mastering foundational skills using EL microphase tracker for mastery.

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

See attached

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Achievement Gap Groups		•
📄 Achievement Gap Summary		•

2020-21 Phase Three: Professional Development Plan for Schools_SY2021

2020-21 Phase Three: Professional Development Plan for Schools

Tamarack Elementary School
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2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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?

To Be Successful at Tamarack, we need to be STARS: S-Strive to do your Best! T-Take Responsibility! A-Always Work Together! R-Respect Everyone! S-Safety First!

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?

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Tamarack's top two priorities for professional development that support continuous improvement are our continued training in MTSS (RTI) and reading/math training for closing the gaps in these areas by third grade.

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

1. Continuation of our school wide RTI plan, now known as MTSS, is one of our school goals. Tamarack has had a RTI team in place for 4 years. The team meets every 4-6 weeks with grade level teams to discuss student progress over the course of the year. This is now known as MTSS with another tier adding to the pyramid. Not only are we discussing student academics, but now we have integrated PBIS so that we have a clear picture of the whole child. Our MTSS team (cohort 2) has attended level one MTSS training and is scheduled for level two training in early 2021. 2. Tamarack's other top priority is continuing the closing of gaps for all students in the areas of reading and math by grade 3. Tamarack has a reading and math intervention teacher that assesses all K-2 students using research based assessments in order to see which students may need extra support in these areas. Currently, both intervention programs are grant based and offer classroom professional developments as part of the grant to help classroom teachers use specific strategies in their classrooms to help close these gaps. K-5 teachers also attend professional developments for EL Education and Eureka Math, both are our current adopted curriculums.

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.

Specific objectives aligned to school goal are continued professional development for MTSS team and teachers. We need additional training for our program to be a continued success. We will also continue our grade level meetings over the course of the year tracking student progress. Student data is collected from start of school year and analyzed through course of entire school year.

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

The intended results are for all students to succeed at a high levels not only academically, but personally as well. We believe all students can, some just need extra support. MTSS is a tiered system to guide us as we support the whole child in all facets, including the regular classroom, intervention classroom, and/or special education classroom.

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

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.

Increased student progress from beginning to end of school year will be indicator of success. Finding the correct support for student to be successful will be an indicator of success.

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

Students are the targeted audience we are learning strategies and supports for. The MTSS team and building staff are the targeted audience of the actual professional development.

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

All stakeholders are impacted by this component of professional development.

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

Resources needed are time for training teachers, funding for materials needed. Due to Covid 19, technology is a major resource for us to communicate with teachers and students.

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

Continued coaching and professional learning will be ongoing supports for teachers and MTSS team to achieve goal. MTSS meetings will be ongoing throughout year. Data is kept and used yearly for student progress.

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.

As mentioned earlier, our team meets with grade level teams and analyze student data from beginning to end of year. Data includes student work samples, grade-

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

level assessments, classroom observation data, intervention data, etc. We meet every 4-6 weeks to discuss and analyze.

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.

Closing the gap in the areas of reading and math for primary age students is an ongoing process. Our current grant based intervention programs allow the reading and math intervention teachers to mentor + teachers yearly that receive research based strategies and training to use in the classroom. Both intervention teachers are also on our MTSS team and bring student intervention data to meetings.

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

The intended result for this goal are that all students will reach grade level in reading and math by end of primary school-grade 3. Our teachers believe that students can achieve at high levels, some may need extra support for success.

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.

Student success is the indicator that goal has been achieved. We look at many data points that indicate if student is succeeding such as assessments, classroom observations, student work samples, etc.

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

Students are targeted audience for professional development. Teachers take what they've learned to help students succeed.

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

All stakeholders are impacted by this component of professional development.

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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Resources needed are time for training teachers, funding for materials needed. Due to Covid 19, technology is a major resource for us to communicate with teachers and students.

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

Continued coaching and on going professional learning will be provided for teachers. PLCs are also ongoing for teachers to meet and discuss student work and strategies that work. Instructional coach and principals coach teachers with professional growth plans.

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.

Teachers meet during PLC to discuss and analyze student work samples, grade-level assessments, classroom observation data, intervention data, etc. Professional development outside of school day is documented on district google spreadsheet. PLC agendas and fac mtg agendas provide evidence of professional learnings.

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

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_SY2021 - Generated on 01/27/2021

Tamarack Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Tamarack Needs Assessment 20-21		.

2020-21 Phase Two: School Assurances_SY2021

2020-21 Phase Two: School Assurances

Tamarack Elementary School
Carrie Munsey
1733 Tamarack Road
Owensboro, Kentucky, 42301
United States of America

Table of Contents

2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

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

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

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

COMMENTS

Title I Schoolwide Programs

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

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- ● **Yes**
- ○ No

o 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**
o No
o 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**
o No
o 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

<u>COMMENTS</u>

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

<u>COMMENTS</u>

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

<u>COMMENTS</u>

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

<u>COMMENTS</u>

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

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

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

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

COMMENTS

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

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

COMMENTS

All School Programs

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

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

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

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

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

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

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

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

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

Goal	Objective	Strategy	Activity	Funding 2019								Funding 2020							
				Flex Focus	Flex Focus	Flex Focus	Title I	Title II	District ELL	SEEK	Other	Flex Focus	Flex Focus	Flex Focus	Title I	Title II	District ELL	SEEK	Other
The gaps between subpopulations will decrease.	Increase the percent of students on grade level as measured by AVMR Add + Vantage for those students receiving interventions.	Design, Align and Deliver Support	Provide a math interventionist to work with K-2 students.				$ 11,434.00				$ 48,500.00				$ 19,145.00				$ 48,500.00
The gaps between	Increase the percent of students	Design, Align and	Provide a reading interventionist to				$ 14,866.75				$ 48,500.00				$ 26,773.00				$ 48,500.00
The percent of	Increase the percent of students	Design and Deliver	Providing fluency and skill practice to				$ 15,000.00								$ 53,000.00				
The gaps between	Increase the percent of 1st grade	Design, Align and	Provide a primary teacher/assistant to				$ 9,500.00								$ 55,231.00				
The percent of	Increase the percent of	Design, Align and	Provide an intermediate instructional	$ 15,000.00											$ 55,231.00				
The gaps between	Collaborate to increase parent and	Establishing Learning	Utilize and Implement the following:				$ 1,707.22								$ 1,800.00				
The percent of	Increase the percent of students	Design and Deliver	Provide students EL Curriculum				$ 15,000.00								$ 16,376.58				
The gaps between	Collaboration, PLC Planning days	Review, Analyze and	Teachers will participate in 4 half day EL				$ 8,000.00								$ 5,000.00				
The percent of	Increase the percent of students	Design, Align and	To meet requirements of the RTI and			$ 3,000.00	$ 12,000.00								$ 5,000.00				
The percent of	The number of 5th graders on	Design, Align and	To meet student's needs, morning and	$ 5,000.00								$ 14,221.10							
The gaps between	Increase the percent of ELL	Design, Align and	Provide an ELL Instructional Assistant to	$ 5,000.00								$ 12,612.00							
The gaps between	Decrease the number of students	Design, Align and	Provide a primary Teacher to reduce	$ 13,000.00															
The percent of	Increase the percent of students	Design and Deliver	Teachers will use a researched base				$ 39,571.00								$ 7,000.00				
		Design, Align and	Parent Engagement Funds		$ 5,000.00										$ 2,557.99				
				$ 38,000.00	$ 5,000.00	$ 3,000.00	$ 127,078.97	$ -	$ -	$ -	$ 97,000.00	$ 26,833.10	$ -	$ -	$ 247,114.57	$ -	$ -	$ -	$ 97,000.00
															81652				