



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_09222020\_10:24

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Flat Gap Elementary School**  
**Christopher Pierce**  
1450 KY Rt 689  
Flatgap, Kentucky, 41219  
United States of America

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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.

Christopher R. Pierce 09/22/20



## 2020-21 Phase Two: The Needs Assessment for Schools\_09222020\_10:27

2020-21 Phase Two: The Needs Assessment for Schools

**Flat Gap 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?

At Flat Gap Elementary, there are weekly PLC meetings where staff members (teachers, principal, instructional assistants) meet in vertical PLC's based on content area and meet weekly as grade level PLC's. Team meetings are documented using a PLC agenda, which includes members present, notes from the meeting, and what team members would like to discuss during the next meeting. During PLC's, data is reviewed and analyzed. KPREP test scores are charted for each student 3-6 and is tracked yearly. Primary students K-2 are tracked using Exact Path Diagnostics. Baseline testing including Exact Path, Star Tests, Pearson Baselines in math and reading are also reviewed and analyzed every 9 weeks. Teachers also chart daily data in the form of formative assessments. The data results from the formative assessments are used to determine which students may need intervention or enrichment activities for that daily learning target. Baseline data and state data are used to identify those students as well. All staff members and parents are involved in this process. Teachers share information with each students' parents about their child's performance. The Flat Gap Leadership Team includes Jeanne Reed, Jessica Mullins, and Larissa Witten. This team assists with leading PLC discussions when the principal, Christopher Pierce, is unable to attend. SBDM reviews items and makes recommendations to the principal for implementation. The SBDM is composed of two parents Jodi Ramey and Breanna Gibson, and three teachers Jessica Mullins, Leslie Ferguson, and Melissa Pennington.

## 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.

Last Available Test Scores due to exemption year of COVID -13.7% Novice on KPREP Reading -23.7 % Apprentice on KPREP Reading -41% Proficient on KPREP Reading -21.6% Distinguished on KPREP Reading -19.4% Novice on KPREP Math -19.4% Apprentice on KPREP Math

## 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.

Multiple data sources are used to conduct the needs assessments and data analysis at Flat Gap. Sources such as Lexia, STAR, KPREP, Exact Path and others are used to identify any needs we might have throughout our school. Math and Science are main areas of focus for our school this year. We noticed that we have a sharp rise in the percentage of novice and apprentice on the 2018-19 KPREP test. Reading is an area of concern as it showed a decrease in our Proficiency rating from 63.6% to 62.6%. Amount of Novice scores in reading also went up 3.7%. Many data sources point out that focus math proficiency is required this school year. The achievement gaps that were identified are free/reduced lunch, students with disabilities, male/female, and gifted and talented students. Title I funds were used to address priorities in the major content areas of reading, math, writing, social studies, and science. The majority of students scoring novice or apprentice were in Math and Reading. By providing more teachers with Title I funds, Title I helps reduce barriers to learning. Another major concern is that students have missed five months of face-to-face instruction due to the COVID crisis. This loss of Face-To-Face instruction will cause regression in the learning process, especially for primary students who are in their most vulnerable and crucial state in the educational process.

## Trends

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

- An academic trend that remains a significant area for improvement is increasing proficiency in the areas of writing, language mechanics, math, science, and reading.
- Another academic trend that has been apparent due to online instruction is a decline in student reading levels.

## 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](#)

Our school will focus on Number 4: Review, Analyze and Apply Data Results. Teachers are designing daily lesson plans, with daily learning targets and using formative assessments to assess these learning targets. These formative assessments are aligned to the daily learning target that drives daily instruction. This data is used in grouping students who may need interventions for that learning target, as well as those students who need enrichment services. Students are actively involved in knowing their own data with the use of Student Data Folders. Teachers are collecting data. However, our teachers need to practice a balanced approach of assessments and to collect data from all sources. Teachers analyze data but need to apply this data to their daily teaching. Data from the formative assessments need to direct daily instruction.


## 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%.

-Writing has become a strength for us this year as we had 61.9% of students score proficient/distinguished on the On-Demand portion of the KPREP test. Only 4.8% of students were Novice. -Science is also a strength as we had 0% of students score Novice on the KPREP test. -Social Studies is an identified area of strength as revealed by the analysis of the KPREP test data. 73.8% of our students scored Proficient or Distinguished in Social Studies. -Staff collaboratively work together to design and deliver the best instruction possible for all of our students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 PLC Schedule	A schedule of our PLCs going on within the school.	.



## 2020-21 Phase Two: School Assurances

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## 2020-21 Phase Two: School Assurances

## Introduction

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

## Teacher Performance

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

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

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

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

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**



## Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**



## Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

## Schools Identified for Targeted Support and Improvement

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

☐ Yes

☒ **No**

☐ N/A

### **COMMENTS**

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

☐ Yes

☐ No

☒ **N/A**

### **COMMENTS**

## All School Programs

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

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

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**



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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report\_09222020\_14:17

2020-21 Phase Two: School Safety Report

**Flat Gap Elementary School**  
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## 2020-21 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Flat Gap has an EMP completed and bound in a hard copy in the main office.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes, local first responders have a copy and have participated in the school's emergency plan practice for all situations.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes, evacuation routes are posted by each doorway.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes the school has reviewed the designated safe zones for severe weather and are posted in each room.

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

The EMP is in place at the start of the school year and was reviewed prior to the first day of school. After revisions teachers once again reviewed the EMP.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes, the emergency plan was discussed in great detail prior to the first instructional day of the school year.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes, at least one severe weather drill, one earthquake drill, one lockdown drill, and fire drill was conducted.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes, at least one severe weather drill, one earthquake drill, one lockdown drill, and fire drill was conducted in January.

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?



*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Flat Gap Elementary did execute every mandated drill that was required in the previous 12 months. Some additional drills were also executed with local emergency management personnel such as fire departments, state police, sheriff department, etc. Emergency Management Personnel observed drills then offered feedback. They also went to each classroom and spoke with students and teachers.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-2021 Phase Three: Comprehensive School Improvement Plan\_01122021\_10:51

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Flat Gap Elementary School**  
**Christopher Pierce**  
1450 KY Rt 689  
Flatgap, Kentucky, 41219  
United States of America

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## 2020-21 Phase Three: Comprehensive School Improvement Plan

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

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:



- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

See attached documentation

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 KDE CSIP	Documented information for CSIP	•
 Writing Plan for 2020-21	Writing Plan for Flat Gap Elementary	•



## 2020-21 Phase Three: Executive Summary for Schools\_01122021\_11:02

2020-21 Phase Three: Executive Summary for Schools

**Flat Gap Elementary School**  
**Christopher Pierce**  
1450 KY Rt 689  
Flatgap, Kentucky, 41219  
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?

Flat Gap Elementary is located in a rural Eastern Kentucky community. Flat Gap Elementary is a K-6 Elementary school serving 250 students, including a Head Start program. The school strives to be a community school and maintain involvement in community activities. Flat Gap Elementary is the center of all community activities. Four classrooms were moved into the newly renovated portion of the old WPO high school building. These new renovations have improved the building and access for our students and the community. In July 2015 a torrential flood wiped out many homes and left the community to rebuild. Flat Gap Elementary acted as a distribution center for supplies during the emergency and continues to work in the recovery and rebuilding efforts. Flat Gap Elementary School believes all students can succeed in the most beneficial and highly motivated setting possible. It is our intent to set goals for our students that will reflect growth for the coming years. Flat Gap Elementary teachers strive daily to provide the best learning opportunities paired with the most modern strategies to foster learning among all students. We have highly trained classroom teachers. Several of our teachers have a Master's Degree and several have their Rank I. In addition to having highly trained teachers, Flat Gap Elementary provides students with a reading specialist, a writing Instructor, STEAM Lab Instructor, music instructor, and physical education. Flat Gap Elementary also provides students with differentiated instruction to insure that the needs of all students are met. The teachers and staff know that all students can be successful through the offering of various extracurricular activities, a strong curriculum and a positive learning environment. Flat Gap Elementary Teachers work daily on Learning Targets based on the Kentucky Academic Standards. Progress is monitored daily on our students through formative assessments so that intervention and enrichment opportunities may be provided when needed. Our school takes pride in being an old community school with old traditions providing a modern education for our students. Students Kindergarten-6th grade are now 1:1 with technology by providing a chromebook to each student. A computer lab is also provided for students for additional resources. Flat Gap Elementary is working on building up our After School Program. We wrote a After School Program. We wrote a grant for a 21st century After School Program and was awarded the grant. This grant allowed us to develop and begin the LIFT (Learn It For Tomorrow) Program. LIFT provides before and after school tutoring as well as extracurricular time for

enrichment activities such as: web design, choir, Drama Productions, robotics, computer programming and much much more.

. 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 mission of the Flat Gap Elementary School is to provide a quality education for every student. The school's purpose is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Flat Gap Elementary is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility. This mission will help students meet the goals and standards of the Commonwealth of Kentucky, thereby enabling them to become lifelong learners and successful members of society. We believe that all students can learn and achieve success. We believe that through the use of collaboration, increased technology and continuing parent involvement, there will be a successful transition from school to society.

. 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 made a huge jump in writing proficiency from 40.5% in 2017-18 to 61.9% in 2018-19. We have a wonderful performing and musical arts program as our school has performed "Peter Pan" in the spring of 2019 and "Sally Cotter" a parody in fall of 2019. We had students in sixth grade to be accepted into the All State Choir and Honor Band. Flat Gap has a proud heritage of academic and athletic accomplishments. In 2018, FGES placed third place in Quick Recall during Sixth Grade Showcase and numerous individual awards in written exam assessments. Our academic and athletic teams continue to show steady improvement with our girl's basketball team finishing second in the conference and our boys basketball team finishing third in our conference. Several teachers won Innovation Mini Grants in the amount of \$1,000 provided by KVEC to bring innovative ideas into the classroom. Flat Gap Elementary is working closely with KVEC with Activating Catalytic Transformation to help support our Greyhound Grit Time. Our school also was the recipient of the 2019 21st CCLC Grant. This grant has established our LIFT (Learn It For Tomorrow) Program, which provides before and after school tutoring with transportation for all of our students along with enrichment activities daily. This program also provides for three weeks of funded programming for our students in the summer. In the future we will seek to continue improvement in

extracurricular activities and to increase our scores on the statewide assessments and maintain our distinguished level. One area we are working to improve is in the area of identifying the individual academic needs of our students quicker and more efficiently and providing them the needed intervention or enrichment once those students are identified. Another area we are working hard to improve in is our academic and Future Problem Solving teams' success. We are working to provide more in-depth practice and work to give our students a better opportunity to compete in the regional and state competitions.

**. 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.

Our school utilizes parent and community volunteers on a daily basis. Families, as well as volunteers that work with our students on art projects. We have volunteers that work with our resource center to help with coordinate events and daily tasks associated with a school. All of our volunteers are finger printed and a criminal background check is performed before they can volunteer in the school. Students participate in Greyhound Grit Time on a needed basis. Data from formative assessments are used to determine if students met their daily learning target. During Greyhound Grit Time, students receive intervention or enrichment instruction in a small group setting based on that learning target.

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

Flat Gap Elementary School is currently working with volunteers from our community to meet the diverse needs of our students. We are trying to provide experiences here at school during our LIFT program at no charge for our students to help bridge the gap in their Schema so that students may utilize their prior knowledge to assimilate new material more efficiently. We are working to close the Gap for our students who live in poverty and provide opportunities they may otherwise not be able to have.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## FGES 2020-21 Phase Three: Professional Development Plan for Schools\_12072020\_14:57

2020-21 Phase Three: Professional Development Plan for Schools

**Flat Gap Elementary School**  
**Christopher Pierce**  
1450 KY Rt 689  
Flatgap, Kentucky, 41219  
United States of America

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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?

Ultimate educational experience for every child every day.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Close the gap in fundamental reading and math skills created by long term virtual learning due to COVID mandates for public safety.
2. Utilize RTI to effectively catch



students up in areas they lack and to effectively diagnose deficiencies that may need special services.

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

Flat Gap Elementary is committed to working towards proficiency for all of our students. In order to do this our school must create learning opportunities for our teachers and staff to learn up to date intervention processes and assessment utilized to guide instruction. Flat Gap Elementary's staff is committed to being lifelong learners, which is necessary with ever changing technology. Our two priorities relate to our goals in the fact that they are areas of focus we need in order to push every student to the upmost of their educational abilities.

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.

Professional development will be provided at the school and district level that will hone the educator's skills in Reading and Math intervention. Educators will learn to diagnose where students are more effectively and then learn how those deficits will be attacked. All educators will become increasingly involved in the intervention process for students who are struggling in reading and math. Professional Development will allow for all educators to recognize where their students are and where to begin instruction to best provide Tier 1 and 2 instruction for each of their students. Special Education teachers will develop and hone their approach to Tier 3 instruction so they may move their students along in the educational process successfully.

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

Students will work on the level that best challenges them while also allowing them to be successful. We do not want students to become frustrated because of gaps created due to the extended virtual learning brought on by COVID. In person instruction will be more tailored for individual students by educators with clear concise learning objective that will be monitored with continued formative assessment that is embedded within the Tier 1, Tier 2 and Tier 3 instruction. All educators will increase their toolbox so that they may be aware and have the knowledge of more ways to provide instruction at each Tier, thus providing the best individual education for each student available.

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.

Indicators will be first student gaps will close and student proficiency will increase in reading and math as will be evident on the KPREP test. Teachers will utilize new skills and ideas as will be evident in their lesson plans and through observations.

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

All educators within our building as they will all be involved in Tier 2 instruction throughout the year.

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

All stake holders at Flat Gap Elementary will be impacted by this professional development.

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

A Steel Reese Grant was secured by Pam Slone that has purchased Read to Achieve Materials. We will partner with KVEC for intensive training on how to utilize the books and plans to appropriately diagnose students and then to execute effective and precise Tier 2 intervention. Pam Slone and KVEC will provide the PD without charge and some parts of the PD will be administered by school and district staff.

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

PLCs will be utilized to maintain focus and to monitor progress while observations done by training staff will work to intervene and guide continuous improvement and utilization of skills being utilized from PD.

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.

Data Analysis will be done weekly in PLCs. Student progress will be tracked daily with embedded formative assessment. KPREP test scores will show areas of gain

due to the Professional Development implementation. Teachers will gather and break down data. Principal will participate in PLCs and observations to monitor implementation and to provide guidance.

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.

1. Increase teacher understanding of RTI and how to effectively implement Tier 2 and Tier 3 instruction. 2. Increase the ability of the staff to more effectively and efficiently identify the individual needs of students and then develop and execute instruction tailored to the student's individual needs.

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

Teachers will feel more comfortable with doing RTI and working through the Tiers of instruction to meet the individual educational needs of all students. Students will experience greater growth in their education because of increased teacher effectiveness and comfort with RTI.

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.

Teachers will identify students needs and work in more individualized groups with growth being evident by students with check point assessments, daily formative assessments and observation check sheets with data sheets kept on each student in RTI.

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

All educators and Aides at Flat Gap Elementary as they will be responsible for identifying individual student needs and executing effective and efficient RTI.

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

All stake holders will be impacted by this professional development.

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

District RTI director and resources that will be utilized to diagnose student needs and the resources needed to utilize for the RTI when working with students. The school has most of the resources needed to implement this training and practice effectively.

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

Coaching will continue throughout the year. Weekly PLCs will be utilized to analyze data and offer assistance to educators as issues arise. Observations and walk through will provide feedback to teachers and Aides for continued improvement of the individualized instruction.

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

PLCs will analyze student data gathered from daily formative assessments and check points to monitor improvement or regression. This will allow for a student who has stopped moving to have thing changed up to try and get them headed in the right direction again instead of being stagnate. Observations and walk through will watch for proper implementation of Tier 1, Tier 2, and Tier 3 instruction. KPREP scores will be used to check the effectiveness of these processes decreasing the GAP between students and increasing Proficiency throughout the student body.

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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