

CES 2018-2019 Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Central Elementary School

Robin Halsey

1715 Euclid Avenue

Paintsville, KY 41240

United States of America

Last Modified: 12/26/2018

Status: Open

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PART 11

ATTACHEMENT SUMMARY

CES 2018-2019 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Central Elementary School
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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

We will continue to work on absenteeism reduction for students and also continue to work on improving school safety. While school attendance did improve, we want to continue to reduce the amount of student absences. School safety is a topic of parent and school concern that has increased in the past year as evidenced by the results of a Title I district survey resulting with safety being a priority.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Our school participates, and has several committees and organizations that work together with parents, school, district and community. We have an active PTO that meets regularly with meetings announced in letters home, at school displays and social media accounts. Our PTO encourages students with providing attendance rewards for students who are not missing school. Our school collaborates with Vice-principal, Mr. Castle, from the county to address issues with student absenteeism. Our site base council is composed of parents and teachers and discuss these topics throughout the year. We have staff members and parents who are on the Title I district team and also community members as well on the Calendar committee who address issues to help minimize each of these situation. Title I addresses safety concerns regularly and invites district safety coordinators and the superintendent to meetings to report on safety activities. The Calendar Committee takes school attendance into priority consideration when establishing the school/district calendar.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 School Calendar	Dates adjusted and parent conferences placed strategically to help parents attend and students attend school.	2
 Title I Agenda for District Meeting	Title I agenda for district meeting showing reporting and updates on school safety.	1, 2

CES 2018-2019 Phase II: School Safety Report

Phase Two: School Safety Report

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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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, SBDM Council adopted on July, 19, 2018.

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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 below.

Yes

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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 below.

Yes

ATTACHMENTS

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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 below.

Yes

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5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes

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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)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes - Discussed during school retreat professional development on July 18, 2018.

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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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes - Performed 8/15/18.

ATTACHMENTS

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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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Evacuation and Safety Zones	Fire Drill and Safety Zones posted in rooms and provided to EMS.	2, 3, 4
 Site Base Meeting Minutes for EMP adoption	Site Base Meeting Minutes for July 19, 2018 for EMP adoption.	1, 5

CES 2018-2019 Phase Two: The Needs Assessment for Schools_10032018_12:45

Phase Two: The Needs Assessment for Schools

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (desired state).

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our goal is to discover areas for growth and improvement in the achievement and growth for our students. The KPREP data has allowed us to identify individual students and to use their past performance to differentiate instruction to meet the needs for growth. The data provides a glimpse of how students are performing on assessment that is normalized throughout the state. The data provides information that allows our faculty to identify gaps in instruction as well as sub populations that are excelling and struggling with content. It also has allowed us to identify individual students and to use their past performance to differentiate instruction to meet the needs for growth. For example, students may work in small groups or experience increased interventions. It also gives us the opportunity to assess our current level of communication and involvement of all stakeholders in addressing the needs of our school to provide the growth for our students. After examining KY TELL data one area for growth is the final summary question that asks is our school a good place to work and learn. At Central Elementary with the last TELL survey, the the faculty answered yes at 91%. Our goal would be to ensure the satisfaction of the faculty of Central Elementary. We are focusing on team building, protected Professional Learning Community planning time, weekly data analysis, and regular family meetings to celebrate successes along the way. Another huge focus for our school is attendance. We embrace that if a student is not at school they are losing quality instruction. Last years attendance data shows that Central Elementary School decreased slightly to an overall average of 92.53% attendance rate. Our goal is to improve this rate to a 96% average daily attendance rate. We employs a variety of strategies to improve attendance. We make personal calls to each student that is absent everyday. Students are tracking their attendance in their planners. The students have an individual attendance goal and they track it. Students are recognized for perfect attendance and rewarded. The data does not provide information pertaining to the elements of a school and of the lives of our kids that we cannot control such as parent drug abuse, illness, and lack of exposure to name a few of the barriers our children face daily. The data helps to guide our decision making to provide students with a personalized, differentiated education, but is one element of our efforts to meet the needs of the whole child, academically, socially, and in their health and wellness. Several stakeholder groups are involved in planning the schools continuous improvement. These members are Robin Halsey- Principal and Leadership Team Member, Amanda Walters-Parent and Site Base Member, Natalee Fitch-Parent and Site Base Member, Rebecca Baldwin-Teacher and Site Base Member, Miranda Duncan-Teacher and Site Base Member, Charlene Owens Teacher, Site Base Member, Leadership Team Member and Title I Lead, Melissa Crace-Teacher and Leadership Team Member as well as all certified teachers are part of the Data Analysis Team. Site Base meetings are held monthly and teacher PLCs are held weekly with data analysis.

ATTACHMENTS

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Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: -Percent of N/A in KPREP math increased to 56% from 45% in 2017. -Gap students in IEP group had a 63% N/A in 2017 in math. -Large number of apprentice in Writing increasing from 47.8% in 2017 to 49.1% in 2018. -Increase in Distinguished percentage in Reading from 17.5 to 22.9. Non-Academic State: Slight decrease in student attendance from 93.3% in 2016/17 to 92.53% in 2018/19.

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

-Percent of N/A in KPREP math increased to 56% from 45% in 2017. -Gap students in IEP group had a 63% N/A in 2017 in math. -Large number of apprentice in Writing increasing from 47.8% in 2017 to 49.1% in 2018.

ATTACHMENTS

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Trends

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

When looking at data trends, we have only two full years of testing data that is relevant to our current school, due to the consolidation of two schools. This also began a cultural trend of combining traditions, routines, schedules and strategies. Academically, we are seeing a trend of an increase in novice/apprentice in math. We have also seen a decline in the proficiency percentage in gap group of disability in comparison to the whole group in all content areas.

ATTACHMENTS

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

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

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

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

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

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

Our focus will be Design and Delivery of Instruction and Design and Delivery Assessment Literacy to improve student achievement. Conducting routine walk throughs and reviewing that data in weekly PLC meetings that are focused on student achievement will be a central part of our instructional model to ensure continuous progress for all students. Through the use of EXACT Path, an on line learning system, teachers will be able to monitor student growth and improvement providing individualized specific instruction as needed. Students identified as being close to a cut score will be receive interventions. This will require more one to one and one to small group instruction. Teachers will focus on aligning instruction with Learning Targets based on standards and Assessment aligned with these Learning Targets. All students will be expected to monitor their own learning through reflection with a system put into place school wide that provides consistency and continuum for students and staff. Students' writing will be scored internally from grades k-6 every nine weeks and adjustments will be made accordingly.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

In 3rd grade Math scores, there are 2 novice, 4 apprentice, and 1 proficient that are within 3 points of upper cut score. In 3rd grade Reading score, there are 3 novice, 1 apprentice, and 2 proficient that are within 3 points of upper cut score. In 4th grade Math score, there are 6 novice scores within 3 points of upper cut score, and there are 5 apprentice and proficient. In 4th grade Reading, there are a total of 11 students who are within 3 points of moving up a level. In 5th grade Math, there are 5 novice and 11 apprentice within 3 points of moving up to the next level. Teacher abilities and experiences are strengths. We need to utilize our experts within our building which will promote ownership of our paths with an increase desire and urgency to improve now and continuously. Professional Learning Communities are an asset that can be used to increase cohesiveness which in turn will bring many concerns to leverages by all having a common goal to be achieved using common strategies.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CES Continuous Improvement Needs Assessment	CES Continuous Improvement Needs Assessment	, , , ,

Phase Two: School Assurances_CES 2018-2019

Phase Two: School Assurances

Central Elementary School
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Last Modified: 12/18/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

-
- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

-
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CES Needs Assessment	Needs Assessment	3
 Title I Parent School Compact	Title I Parent School Compact	8

CES 2018-2019 Phase Three: Closing the Achievement Gap Diagnostic_11082018_13:03

Phase Three: Closing the Achievement Gap Diagnostic

Central Elementary School
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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

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

The Needs Assessment is used, which includes data from the school report card, K Prep, and K Screener. Also classroom formative and summative assessments are used along with Exact Path, Brigance, and STAR.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

In spite of our high poverty level and social issues, Central Elementary strives to provide a positive, safe learning environment with high expectations for all students. Our school is 97% white, with 76% of the students qualify for free or reduced lunch, and 2.4% of the students have an IEP. We provide interventions for at-risk students and over all focus on academic rigor to ensure a quality education, for "Every Child, Everyday!" The staff at Central Elementary actively seek every opportunity for professional growth, especially as it relates to addressing the needs of our GAP students. Our teachers are district leaders and provide district wide professional development in many content areas. They have participated in many professional learning opportunities and strive to be the most hardworking and prepared staff possible for our students. We have a no tolerance approach to failure. Our students have access to Reading and Math Intervention at all levels. Those are conducted in small group for students identified for interventions at tier two level, and at the individual level for those at tier three. Enrichments are also provided for at all levels. Our primary talent pool and upper grades gifted and talented students are provided small group, specialized instruction weekly. We believe that regardless of the barriers our students may face ALL students will learn! Through our Family Resource Center we have partnered with outside agencies to provide additional services to our GAP students. These include, but are not limited to: counseling, bullying, drug awareness, healthy choices, arts and humanities, and school readiness. Our FRC optimizes our student ability to perform at a high level by assisting children and their families in meeting their basic needs. This is accomplished by providing community services and linking families to other support agencies within their community. Our FRC and our students are supported by Central Elementary Parent Teacher Organization which works within the school to offer many activities and programs to enhance our school's commitment to educational excellence and our motto "Whatever It Takes!"

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Looking at our Data Analysis, the reading gap in all areas has narrowed. The gap in math scores in both IEP and F/R persist. Also, writing gap school wide in both those groups are still present. Science and Social Studies gap in the IEP gap group is also present.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based on the gap data, reading in gap groups of IEP and Free/Reduced lunch has improved. The gap disability group is at 59% proficiency and the total is 58% proficiency.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

There is a lack of progression in writing and math in the identified gap groups of IEP and F/R. Science, Social Studies and Writing gaps in IEP group have been established as well.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school provides a comprehensive RTI program that incorporates extended school services across all core content areas. Services are provided during the school day due to transportation limitations, especially for many of our GAP students. Students do have 24/7 access to our new online learning system, Exact Path, which is also used to provide services as needed. Our professional development program is based around the district's professional development program which focuses on achievement for all students. We have revisited standards and focused on deliberate and intentional instruction with emphasis on daily learning targets and relative assessments. Our underlying goal is to provide all staff with the training and understanding to ensure ALL students achieve growth; then maximizing that growth for each individual student, as possible.

ATTACHMENTS

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

Central Elementary school is now in the third year post merger of two individual schools. . As a result, a major condition that hinders the closing of achievement gaps in consistency and cohesiveness in instructional and assessment strategies. The climate and culture are improving as we grow as one. We are, therefore, working on building a consistent approach that puts all teachers and staff on the same page while striving for one goal of student improvement.

G. 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.

We want to discover areas for improvement in the achievement and growth of our students. The KPREP data has allowed us identify individual student and to use their past performances and classroom performances to differentiate instruction to meet the needs for growth. The data provides a glimpse of how the students are performing on an assessment that in a normalized throughout the state. The classroom data allows us to compare performance with assessment results. The data provides information that allows our faculty to identify gaps in instruction as well as sub populations that are excelling or struggling with content that they need to achieve success. It also gives us the opportunity to assess our current level of communication and involvement of all stakeholders in addressing the needs of our school to provide opportunities for the growth of our students. We are continually reflecting and adjusting our 30/60/90 day plans and/or our 4 1/2-9 weeks plans to address students needs. The school works closely with the PTO and SBDM as contributors to our continuous improvement. All classroom teachers are contributors and analyzers of the data to plan appropriate action for student success. Other stakeholders who are directly involved in the planning process are: Teachers : SBDM members -Miranda Duncan, Rebecca Baldwin, Charlene Owens Parents: SBDM members - Amanda Walters and Natalee Fitch Community Members - Belinda Meek, Family Resource and Kyle Adams, PTO Administration: Robin Halsey, Principal

III. Planning the Work

Gap Goals

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).

1)Reduce Writing Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KPREP scores. 2)Reduce Science Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KPREP scores. 3)Reduce Social Studies Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KPREP scores.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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 attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Identification	Achievement Gap Identification	I, II.E
 Gap Data	School Gap Data Tool from The Needs Assessment	I, II.E, III
 Measurable Gap Goal Table	Measurable Gap Goal Table	III, III
 Needs Assessment Worksheet	Needs assessment worksheet showing gap data	II.E, III, III

CES 2018-2019 Phase Three: Title I Annual Review_11082018_13:05

Phase Three: Title I Annual Review

Central Elementary School
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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Title I funds are used school wide for major content areas with the intent to improve student proficiency. Title I funding was very effectively used to target critical needs by supplementing teachers, providing additional educators, and therefore helping to reduce barriers to learning. KPREP, Exact Path Diagnostic, STAR, Brigance, Scott Foresman Baseline, IXL, K screener, SWOT documents, and Keycore Processes are data sources used to conduct the school's Needs Assessment. The data identified individual student performance levels as well as areas of strengths and weaknesses. All grades in the school and all content areas were identified as priority, especially in the areas of writing and math. Gap groups were identified as Free and Reduced Lunch, disabilities, gender groups, and Gifted and Talented.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The schoolwide plan is always implemented by identifying an area of focus and addressing it with a plan of action that is put into place. All goals from the CSIP address Schoolwide Reform Strategies. This years goals will focus on improving math and writing skills school wide, as well as , novice reduction especially in gap groups. Each goal is to reduce barriers to increase student success. Title I funding is used to supplement the amount of educators within the school. Best practice strategies are selected that are proven to help students and teachers be successful moving toward achievement of goals using the best strategies. They are research based, such as Kagan strategies and Mastery Learning, Exact Path, RTI and Enrichment. Title I funds support improvement in student success in all content areas and in parent involvement. All activities, strategies , staffing, and resources were successful in increasing student achievement. They are continually evaluated to increase student achievement and adjusted as needed.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

One percent of Title I money is spent on family engagement. District and school policies have been written with parent involvement such as Compact agreements, surveys and FRC communications. Various school programs and performances inviting family and community were planned like grade level performances for each class, Family fun nights, Fall Festival, Poetry Festival and 6th Grade Night, as well as Site Base and PTO. Parents and grandparents are invited to attend holiday dinners with students. Many parents volunteer at our school on a regular basis and variety attend on particular occasions. Parent representatives from the school are invited to attend a district Title I meeting 2-3 times a year for parent input and reflection. These planned family engagements result in more open communication between school- home and improves community-school culture. Our goal is to continue to break barriers between school and home creating a cohesive learning environment for students.

ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Parents will continue to be included as much as possible in all aspects of student learning. Having parents participate in student goal planning and helping students to evaluate their progress using leadership and data notebooks at parent conferences will be incorporated into more grades. We have started using social media and newsletters. This will continue with even more sites and ways to reach parents. We have added a digital calendar and announcement board for parents and students to see and read messages in our school entrance. We will also continue to use the digital sign for information outside our building. Parents are notified of some activities via a calling announcement system. We will increase our usage of this to try to add all activities to this calling announcement system.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

- 4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

The Needs Assessment is the main data source used to evaluate the schoolwide program. It addresses several areas, with emphasis on student achievement. KPREP, Exact Path Diagnostic, STAR, Brigance, Scott Foresman Baseline, IXL, K screener, classroom formative and summative assessments SWOT documents, and Keycore Processes are data sources used to conduct the school's Needs Assessment. Site base is updated on Title I school wide plan regularly and also approves policy and compact. All teachers conduct data analysis and monitor student progress.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

- 4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The components are based on the needs of the students. The components of the schoolwide program that were most effective was reducing student teacher ratio. The more opportunities for students to be taught in smaller class settings result in increased achievement as evidenced by RTI folders, data analysis, classroom embedded assessments. The least effective component is noted in situations where classes are larger and the teacher student ratio is the highest. The more supplemental staff that is used to work with students the more success toward improving proficiency.

ATTACHMENTS

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- 4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

The plan is continually monitored for effectiveness. We will revisit the plan periodically, once to twice a nine weeks. In evaluating the schoolwide plan, gaps were identified. Our gap groups include special education with and without disabilities, free/reduced lunch and also male and female. We identified the special education group as a area of concern with a high percentage of novice in comparison to non-gap groups. Other priorities identified were the areas of writing and math schoolwide. School writing policy is being reviewed and revised with ongoing assessment and evaluation of each student's writing. Math will be addressed from primary through 6th grade, ensuring strong basic skills and math practices. Special education teachers will be using all resources available as well as collaborating with classroom teachers on a regular basis and using supplemental staff and additional educators to improve student proficiency.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Site Base Minutes Title I	Site Base Minutes Title I	4A
 Site Base Title I	Site Base Title I	4A
 Title I Parent School Compact	Title I Parent School Compact	3A
 needs assessment	needs assessment	1, 4B, 4C

CES 2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_11082018_11:53

Phase Three: Comprehensive Improvement Plan for Schools

Central Elementary School
Robin Halsey
1715 Euclid Avenue
Paintsville, Kentucky, 41240
United States of America

Last Modified: 12/12/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

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

See attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CES Comprehensive Improvement Plan	CES Comprehensive Improvement Plan	

CES 2018-2019 Phase Three: Executive Summary for Schools_11082018_13:04

Phase Three: Executive Summary for Schools

Central Elementary School
Robin Halsey
1715 Euclid Avenue
Paintsville, Kentucky, 41240
United States of America

Last Modified: 12/14/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

Central Elementary School is one of five elementary schools nestled in the hills of Eastern Kentucky. Central Elementary is in its third year of a consolidation within the district. While our school building has remained intact, we are continuing to build our school community and culture. Our school is home to approximately 400 Pre K-6th grade students who call themselves Golden Eagles. Our 31 person teaching staff, which is 100% highly qualified, have participated in multiple professional learning opportunities throughout the school year to improve their practice. Our staff consists of full time regular and special education to enhance the exposure and opportunities in the areas of the arts and physical education for our students. Itinerant teachers provide services for our band, gifted and talented, speech, and visually impaired students. We have two itinerant school counselors to provide services to all our students in need. Central Elementary utilizes the expertise of all of these individuals to provide a balanced curriculum for all students. We have a full time UNITE instructor and instructional assistants assigned to each grade level that help to meet individual student needs. As part of the Johnson County School District, Central students are eligible for a federal subsidized meal program that allows all students access to free breakfast and lunch. The rural setting and high poverty location of our school (77.8 qualify for free/reduced lunch program) present unique barriers that must be addressed. We have 22% of our students currently identified for special education services. Others are currently in referral. Many of our students are being raised by individuals other than their parents. Our primary goal is to meet the needs of all our students through solid instruction, interventions when needed, and providing a warm, safe environment where all students can learn. Central Elementary participates in the Title I School-Wide Program. Our next goals is to continue to build continuity, trust, and collaboration in our faculty and staff. Collaboration among community resources allows us to address issues that impede student achievement. We work with various agencies to help us address the unique barriers and lack of diverse cultural opportunities that face our rural school. Students participate in local and global communication opportunities including, but not limited to: Constitution Day, Apple Day Contest, conservation art and writing contests, UNITE contests, SKYPE global exchange, fall pumpkin decorating, Poetry Festival, and writing contests, 4-H talent show, local talent show, cultural dance exhibition, and energy fair. We also have students who paint and create and sell their art during the summer, and many others who are participating in area plays through Jenny Wiley Community Theater, and the Main Street Players regional dramatic groups. Each grade level at Central Elementary is producing and implementing a community performance. The grade level Professional Learning Communities worked together to pick, at least, one opportunity where all could host the community into their classrooms. These deliberate efforts to involve the community and to build a family atmosphere in our school have proven to be successful. Parent volunteers are welcome and encouraged at Central Elementary School. Volunteers follow all district procedures and are trained locally to ensure the best possible opportunities for a successful volunteer program. Our parents serve to assist teachers with additional instruction, serve as guest speakers, and support our over all learning environment. Students at Central Elementary have multiple opportunities to participate in extra curricular activities. We offer junior pro basketball for kindergarten through second grade students, dance for our primary students, and flag football for primary. We also offer football, girls and boys basketball, cheerleading, band, and choir for our

upper grades. 4-H, Special Olympics, a school wide poetry program with culminating festival, and UNITE programming are offered to our students to encourage social and emotional growth. Our academic programming offers a holistic approach to academic growth and competition. We have a Future Problem Solving team, a Community Problem Solving team that won the International Future Problem Solving competition in Wisconsin, a 4th and 5th grade academic team, a 6th grade showcase academic team, speech and drama team, and many students who compete on the individual level. We have dedicated coaches who work tirelessly year round to build these teams and to expand their expertise in competition. In spite of our high poverty level and social issues, Central students continue to reach academic proficiency. With our focus on high expectations for all learners, and a positive and safe learning environment, interventions for at-risk students and overall focus on results and academic rigor to ensure a quality education for "Every Child, Every Day!" The staff at Central Elementary actively seek every opportunity for professional growth. Our teachers are district leaders and provide district wide professional development in many content areas. They have participated in many professional learning opportunities and strive to be the most hardworking and prepared staff possible for our students. We have a no tolerance approach to failure. Our students have access to Reading and Math Intervention at all levels. Those are conducted in small group for students identified for interventions at tier two level, and at the individual level for those at their three. Enrichment classes are also provided for students at all levels. Our primary talent pool and upper grades gifted and talented students are provided small group, specialized instructional weekly. We believe that regardless of the barriers our students may face ALL students will learn! Central Elementary enjoys a distributed leadership model to help encourage cohesiveness within the newly consolidated staff. We have identified four committees; Public Relations, Culture and Climate, Wellness, and Response to Intervention to support programming for our students, to share strategies for improvement, and to empower all leaders in our building. These committees have proven to be an integral element of carrying out the mission of our school. Through our Family Resource Center we have partnered with outside agencies to provide additional services to our students. These include, but are not limited to: counseling, bullying, drug awareness, healthy choices, arts and humanities, and career readiness. Our FRC optimizes our student ability to perform at a high level by assisting children and their families in meeting their basic needs. This is accomplished by providing community services and linking families to other support agencies within their community. Through FRC, options like food baskets for Thanksgiving and Christmas. Our FRC and students are supported by Central Elementary Parent Teacher Organization which works within the school to offer many activities and programs to enhance our school's commitment to educational excellence and our motto "Whatever It Takes!"

ATTACHMENTS

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School's Purpose

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.

We believe education transforms lives and are committed to providing our students a high quality education focused on individual needs and interests. We are devoted to improving teaching and learning and strive to offer instruction that focuses on individual student growth. This is evident in the achievements of our staff and students. Teachers participate in professional learning opportunities that allow for individual growth and contribute to our 100% high qualified status. We offer a teacher mentor program that allows teachers to observe each other and work together to improve instruction. Daily time is set aside for grade level planning and weekly Professional Learning Communities (PLC's) meet so teachers can analyze student work, share resources, identify next steps, collaborate to address individual student needs, and develop plans to ensure

continued success. Intense data analysis allows us to target individual students for enrichment and intervention and look for weaknesses in instruction. Our teachers monitor their individual classrooms and we then come together for a school wide data analysis wall. Title 1 resources, instructional assistants, special education teachers, and regular classroom teachers regularly collaborate to identify students that need intervention and enrichment and provide those services. Schedules are developed to ensure that math and language arts classes are uninterrupted for an extended period of time and allow for flexible grouping. Along with our core academic classes, we offer art, music, band, chorus, drama, career awareness, and other activities designed to provide for interest and devote time to developing that interest. We believe in celebrating successes and recognizing student achievement. Our students and staff know what the expectations are and strive to reach the goals by doing "Whatever It Takes!" Belief Statement We believe: All students can learn. We support the whole child academically, physically, socially, and emotionally. Teachers and parents are partners in fostering a child's academic development and success.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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.

Central Elementary employees three National Board Certified teachers. We have had students place in the Johnson County Juice Crew Energy Fair, Jim Claypool Art and Writing Contest through the county conservation office, 4-H county and state fair. Our boys and girls basketball teams have performed well and placed in the county tournaments. Our academic team members have place in 6th Grade Showcase and Governor's Cup. Our Community Problem Solving team has placed high in the International Competition two years in a row. We continue to strive to reduce novice and increase proficient and distinguished scores on KREP. We continue to monitor student progress closely and intervene quickly and effectively. We have adopted a new writing policy and are currently implementing it. We will focus on instruction and assessment development and deployment in all grades across all content areas.

ATTACHMENTS

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Additional Information

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

Our goal is to provide the best educational experience, where every child feels valued and is successful. If you have any further questions or need any additional information about Central Elementary, please contact the principal at (606) 789-2541.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Johnson County Schools

2018-2019 Calendar

July 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
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26	27	28	29	30	31	

September 2018						
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30						

October 2018						
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28	29	30	31			

November 2018						
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December 2018						
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23	G	H	X	P	X	29
30	X					

January 2019						
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13	14	15	16	17	18	19
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27	28	29	30	31		

February 2019						
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24	25	26	27	28		

March 2019						
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31						

April 2019						
Su	M	Tu	W	Th	F	Sa
		X	X	X	X	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
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			1	2	3	4
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12	13	14	C	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Aug 06 Opening Day Staff
 Aug 07 Opening Day Students
 Sep 03 No School (Labor Day)
 Oct 05-12 No School (Fall Break)
 Nov 06 No School (Election Day)
 Nov 21-23 No School (Thanksgiving)

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Dec 24- Jan 04 No School (Christmas)

Jan 21 No School (MLK Day)

Mar 18 No School (Academic Day)

Apr 01-05 No School (Spring Break)*

May 14 L+ Day + Students

May 15 Closing Day Staff

* Missing more than 15 days may result in loss of Spring Break

G Employee Planning (no school for students)
 P PD Day (no school for students)
 MS/HS Parent Conferences
 Elementary conferences will be 3-6PM

First Day/Last Day for students

Opening and Closing Day

Title I District Wide Leadership Team Meeting

July 31, 2018

2:00 pm

Welcome

Introductions

Title I Budget for 2018-2019

How we divide funds

Personnel Updates: Supplementing and not Supplanting Funds

School Safety Update

Open House Opportunities

Update District Policy

Plan for Student Compact

Other Agenda Items

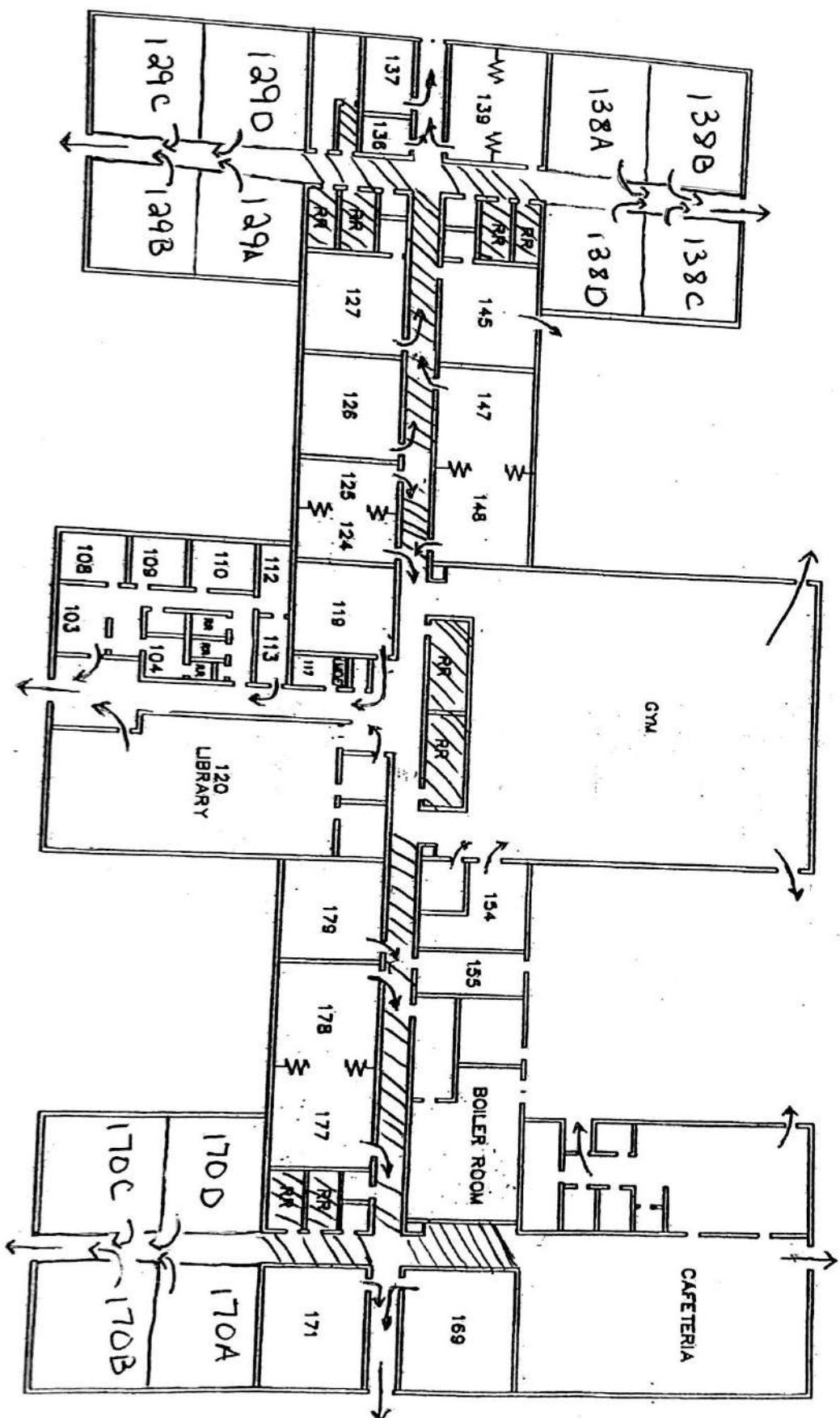
Cancellation

Fire Drill Evacuation Routes

Severe Weather Safe Zones

Keep Posted In Room

Updated 7-19-18



Central Elementary - School Wide Title I School

July 19, 2018

Special Called Site Base Meeting

Meeting called to order.

Robin Halsey, Charlene Owens, Miranda Duncan, Natalee Fitch and Amanda Walters present.

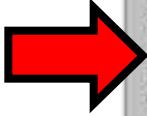
Crisis/Emergency Management Plan presented by Mrs. Halsey. Motion made by Miranda Duncan to approve. Seconded by Natalee Fitch. All in favor.

Motion made to go into closed session by Miranda Duncan. Seconded by Amanda Walters. All in favor.

Motion made to end closed session by Natalee Fitch and seconded by Amanda Walters.

Site Base made recommendation to hire to Mrs. Halsey for the posted position. All in favor. Mrs. Halsey to call Mr. Burchett and Mr. Cochran.

Motion made to adjourn meeting by Charlene Owens. Seconded by Miranda Duncan. All in favor. Meeting adjourned.



Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 - Needs Assessment. Additional members beyond 10 can be added to this

sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

Team Member Name	Shareholder Position
Robin Halsey	Principal, Leadership Team Member
Amanda Walters	Parent, Site Base Member
Natalee Fitch	Parent, Site Base Member
Rebecca Baldwin	Teacher, Site Base Member
Miranda Duncan	Teacher, Site Base Member
Charlene Owens	Teacher, Site Base Member, Leadership Team Member, Title I Lead
Melissa Crace	Teacher, Leadership Team Member
All certified teachers	Data Analysis Team

***Please adjust table for more space if needed.**

Describe your team's process in reviewing and analyzing data sources: What sources did you utilize in your data review and analysis? How did you apply your data findings to determine your needs? (i.e. How did you prioritize your

“work”?) *This step is best completed after all analysis has been finished.

Our team has more than one process

Our team has several processes for analyzing data. The certified staff review academic data from KPREP scores, Exact Path, STAR Reading and Math, Internal portfolio writing, and TCT. The site base discusses trends in academic data and Tell survey results. We also looked at non academic data such as attendance, kindergarten readiness, and school culture.

After analyzing data, we focused on the academic areas that either showed a decrease in student achievement or a lack of growth overall.

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

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Step 2: Identifying the Current State

To complete this portion of current state identification, several data tools have been provided within this section of the Phase 2 - Needs Assessment Workbook. If your school/district already has an established data review process that is systematic, repeatable and recognizable by your team’s shareholders, you may utilize that system and its tools to review and analyze your quantitative academic and non-academic data. The data tools

District Data Disaggregation Tool:
Kindergarten Readiness
CCR
Graduation Rate

Trend Data - Kindergarten Readiness

Year	2015-2016 (preconsolidation)	2016-2017	2017-2018
Enrollment	34	44	53
# Tested	32	43	53
Participation Rate	94.1%	97.7%	100%
Not Ready	71.9%	69.8%	All 50.9% Headstart 53.8% Home 71.4% Other (daycare, etc.) 20%
Ready	28.1%	30.2%	All 49.1% Headstart 46.2% Home 28.6% Other (daycare, etc.) 80%

District/School Data Disaggregation Tool:

Gap

Understanding Gap Information

Total # of sub group scoring below proficiency (N/A)	Reading	Math
White	86 40%	120 56%
IEP	18 42%	27 63%
F/R Lunch	72 43%	101 58%
Two or More Races	1	2

41%

57%

GAP group scoring proficiency (P/D)	Reading	Math
White	128 60%	94 44%
IEP	25 58%	16 37%
F/R Lunch	97 57%	74 42%
Two or More Races	2	1

59%

43%

District/School Data Disaggregation Tool:

Proficiency – Converting Percentages into Numbers

Reading 3-6			
Novice	Apprentice	Proficient	Distinguished
48	52	85	55
Mathematics 3-6			
Novice	Apprentice	Proficient	Distinguished
39	100	77	34
Science 4			
Novice	Apprentice	Proficient	Distinguished
8	25	16	2
Social Studies 5			
Novice	Apprentice	Proficient	Distinguished
7	18	28	4
Writing 5			
Novice	Apprentice	Proficient	Distinguished
9	28	19	1

District/School Data Disaggregation Tool:

Proficiency – Notable Changes in Data since Previous Year

Reading 3-6 2016-17 2017-18 change

Novice	Apprentice	Proficient	Distinguished
- / no change 5.3 20 14.7	+ / - / no change .5 21.7 22.2	+ / - / no change 10.2 35.4 45.6	+ / - / no change 5.4 22.9 17.5
Mathematics 3-6			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change 5.5 16.2 10.7	+ / - / no change 7.2 41.7 34.5	+ / - / no change 5.1 32.1 37.2	+ / - / no change 6.7 14.2 7.5
Science 4			
Novice	Apprentice	Proficient	Distinguished
15.6	49	31.3	3.9
Social Studies 5			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change 9.2 12.2 3.0	+ / - / no change .02 31.5 31.3	+ / - / no change 9.1 49.1 58.2	+ / - / no change .5 7.0 7.5
Writing			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change 5.2 15.7 20.9	+ / - / no change 1.3 49.1 47.8	+ / - / no change 6.4 33.3 26.9	+ / - / no change 2.8 1.7 4.5

Nonacademic Data Review

School Year 2016-2017

	Student Attendance				Behavior Referrals	Expulsions	Other
OVERALL	93.30						

School Year 2017-2018

	Student Attendance				Behavior Referrals	Expulsions	Other

OVE RAL L	92.53 DECREA SED							

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Step 3: Determining Priorities and Concerns

Using the findings from your quantitative academic and non-academic data review, use the data questions listed below to explain your current “as is” and next steps to increase proficiency and address gap closure.

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/ District

What does the data tell us?

Scores and trends in math, reading, writing, science, and social studies.

Gap information in subgroups

Achievement and Growth of individual students and classes as a whole.

What does the data not tell us? How the students felt on the day of the test.

Home distractions. Classroom embedded instruction and assessment practices.

What does the data not tell us?

3. What are the causes for concern?

Large number of apprentice in math and writing.

Large percentage of below proficiency in subgroup of IEP disability in math.

Writing, science, and social studies subgroups with less proficiency than whole group.

What are our projected next steps to increase proficiency and close gaps in achievement?

Re evaluate writing policy to include regular scoring of internal writing portfolio.

Identify math tiers early and increased emphasis on intervention.

Create small groups of identified students who are close to cut score and need intervention to make growth.

Work on subgroup of disability instruction focusing on individual IEPs, collaboration and resource scheduling to insure and maximize teacher whole group instruction and one on one instruction.

Cultural Trends - Use the space provided to describe the trends for this data measure. Remember, you analyzed this data in the Continuous Improvement Diagnostic - Phase 1: TELL Survey. Use those findings to describe the changes evident across time. You may also utilize Val-Ed survey information here, if available.

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 school improvement strategies outlined below:

[1-Deployment of Standards](#)

[2- Delivery of Instruction](#)

[Assessment Literacy](#)

[4-Review, Analyze and Apply Data Results](#)

[5-Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6-Establish a Learning Culture and Environment](#)

It is important to remember that student data is ONLY the reflection of current conditions of the KEY PROCESSES in schools/districts. In order to target work to the appropriate systemic area(s), teams MUST consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current “as is” state within EACH of the KCWPs.

- If you can solidly respond with a definitive “yes,” then highlight those questions **GREEN**. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions **YELLOW**.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to “will” levels, skill levels, or a combination of both - essentially it is not on the front burner. If this is so, then highlight these items **RED/PINK**.

Working well,
monitored and
evaluated for
effectiveness
Impacting all
students in every
classroom

Not systematically in
place
Implementation is
spotty
More conversations
needed

Not on the radar as of
right now due to “will”
and/or skill levels,
Not a priority at this
time. This may be due to
prerequisite activities
MUST occur beforehand.

<p>Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level</p>		
<p>Design and Deploy Standards: (What should students know and be able to do?)</p>		
<p>Alignment with Kentucky Board of Education Delivery Target: <i>College and Career Readiness Pathways</i></p>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<ul style="list-style-type: none"> ▪ What is the assurance the current curriculum(s) is valid (e.g., aligned to state/ essential standards, components that support the instruction and assessment, paced with accuracy)? ▪ What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? ▪ What processes do teachers use to create clear and precise learning targets for students? ▪ What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? ▪ How are your district's CTE Pathway courses monitored and evaluated for effectiveness? ▪ What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? ▪ Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	<p>lesson plans assessments</p> <p>lesson plans walk throughs all are not using same</p> <p>trainings from leadership team</p> <p>analyze data regularly PLC</p> <p>PLC district pacing in cadres/ leadership teams</p> <p>exit criteria established</p>
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_X_LEVERAGE on NR _X_CONCERN 1 Least	Greatest Impact Most <u>5</u> 4 3 2	
Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Design and Deliver Instruction: (How will they learn it?)		
Alignment with Kentucky Board of Education Delivery Target: <i>Integrated Methods for Learning</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom.</i></p> <p><i>Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</i></p>	<ul style="list-style-type: none"> ▪ What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? ▪ What systems of collaboration are in place in order to meet the Tier I educational needs of all students? ▪ What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? ▪ How is learning monitored before, during, and after instruction? (Explicit Instruction) ▪ What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? ▪ What is the process used to measure teacher's instructional effectiveness based on student data? ▪ How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? ▪ How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? ▪ What system is in place to ensure students take responsibility for their own learning? ▪ How does the teacher ensure cognitive engagement versus passive or active engagement? ▪ What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? 	
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LEVERAGE	Greatest Impact on
NR	
X CONCERN	
1 Least	Most 5 4 3 2

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deliver Assessment Literacy: (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: **Novice Reduction**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>Classroom Assessment for Student Learning emphasizes assessment <u>for</u> learning strategies and:</i></p> <ol style="list-style-type: none"> <i>1. Provides effective targeted, penalty free practice for students</i> <i>2. Enables students to take responsibility for their own learning</i> <i>3. Improves student motivation and enables students to be in control of their own learning</i> <i>4. Improves student achievement (The previous three result in improved student achievement)</i> <i>5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</i> 	<ul style="list-style-type: none"> ▪ How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) ▪ What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results? ▪ How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? ▪ What processes are used by schools/district leadership to deconstruct standards, ensure learning targets are congruent to the standards, and the laser focus of instruction? ▪ Describe the process teachers use to make learning targets clear for students? ▪ How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) ▪ What type of feedback is given to students on their progression of learning? ▪ How do you lead future teacher leaders in using the data for actionable next steps? ▪ How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? ▪ How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? ▪ How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? ▪ How does the grading system communicate student learning accurately? ▪ What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals? 	
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<u>LEVERAGE</u> NR _X_CONCERN 1 Least	Greatest Impact on Most 5 4 3 2	
Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Review, Analyze, Apply Data Results: (How will we know they have learned it?)		
Alignment with Kentucky Board of Education Delivery Target: <i>An essential component for deployment and improvement</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.

- How do teachers use these different types of assessment to ensure a balanced approach: Formative
Summative
Interim
- How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?
- What questions do school/district leadership want teachers to answer with the data that they collect?
- What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction?
- How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?
- What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?
- How do students know where they are in their own progression of learning?
- What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?
- How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice?

<u>LEVERAGE</u> NR _X_CONCERN 1 Least	Greatest Impact on Most 5 4 3 2	
Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Design, Align, Deliver Support Processes: (What will we do if they know it already, don't know it, or need other support?)		
Alignment with Kentucky Board of Education Delivery Target: <i>Learning Systems</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</i></p>	<ul style="list-style-type: none"> ▪ What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? ▪ How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? ▪ What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? ▪ What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? ▪ What data points inform modification to curriculum and instructional practices? ▪ How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? ▪ How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? ▪ What system is in place to identify and involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals? ▪ How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? 	
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LEVERAGE	Greatest Impact on
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1 Least	Most

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Establish Learning Culture and Environment: (What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
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The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.

- How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness?
- How do school/district leadership ensure that their classrooms are culturally responsive to student needs?
- What systems do school/district leadership have in place to address culture in their classrooms?
- How do behavior systems support an environment where everyone feels safe and wants to learn?
- What system is in place to address reports of bullying in the district, school, and individual classrooms?
- What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals?
- What processes are in place to communicate with parents in order to address barriers to learning?
- What processes are in place to communicate with students in order to address barriers to learning?
- What processes are in place to ensure equity within collegial conversations?
- What processes are in place to promote depth of educator capacity (will and skill) within school/district?
- What processes are in place to ensure **all** educators are successful?

LEVERAGE
NR
X CONCERN
1 Least

Greatest Impact on
Most 5 4 **3** 2

Select the Key Core Work Process being assessed through this analysis:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ Design and Deploy Standards ▪ Design and Deliver Instruction ▪ Design and Deliver Assessment Literacy | <ul style="list-style-type: none"> ▪ Review, Analyze and Apply Data ▪ Design, Align and Deliver Support Services ▪ Establishing Learning Culture and Environment |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Supporting Evidence	Strengths	Teacher abilities Increased teacher usage of learning targets Some students using own data to track their progress Increase in distinguished scores PRACTICES	weaknesses	All teachers on the same page Teachers sharing knowledge with each other All students using data to track progress Movement from Tier II to Tier I from invention Collaborative intervention strategies throughout the school PROCESSES CONDITIONS	Supporting Evidence

Supporting Evidence	Opportunities	Teachers to share knowledge and develop systemic strategies to use throughout the school Decrease novice throughout grades and content areas	Threats	Vertical sharing Number of students needing interventions students with home distractions / lack of parent involvement	Supporting Evidence
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Using the following questions, complete the SWOT analysis on the KCWPs that you identified as your area(s) of concern/weakness on the preceding page. The SWOT is an analysis tool that is used to assist schools/districts in understanding their **STRENGTHS** and **WEAKNESSES**, and additionally assists in the identification of **OPPORTUNITIES** open to the school/district and **THREATS** that the school/district might need to be prepared to face as they plan next steps to address improvement needs.

	Favorable	Unfavorable
	Strengths	Weaknesses
Internal Consideration Factors	<ul style="list-style-type: none"> ▪ What advantages does your school or district have? ▪ What do you do better than others? ▪ What unique capabilities and resources do you possess? ▪ What do others perceive as your strengths? 	<ul style="list-style-type: none"> ▪ What could you improve? ▪ What should you avoid? ▪ What do your competitors do better than you? ▪ What can you improve given the current situation? ▪ What do others perceive as your weaknesses?
External Consideration Factors	<ul style="list-style-type: none"> ▪ What trends or conditions may positively impact you? ▪ What opportunities are available to you? 	<ul style="list-style-type: none"> ▪ What obstacles do you face? ▪ What are your competitors doing that may impact you? ▪ Do you have solid financial support? ▪ What impact do your weaknesses have on the threats to you?

Once you have completed your SWOT analysis, it is time to take a closer look at where the “action for improvement” is needed. The following graphic was provided within the Continuous Improvement Diagnostic - Phase 1 Workbook and should look familiar to you. As you review your SWOT, consider each of these action areas, and classify each of your SWOT responses as one of these work needs. Mark your identification at the end of each response within your SWOT analysis.

As-Is-State of Processes, Practices, and Conditions

Work:
Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership

Worker:
Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders, school/district leadership

Workplace:
Identify the **CONDITIONS**, environments, and surroundings in which the people live, study, and/or work.

Plainly state, using precise numbers and percentages revealed by current data

Example: Graduation rate has increased from 67% the last five years to its current rate of 70%.

Step 5: Identifying Your Strengths/Leverages

Using the findings from your questions listed below to explore strengths and leverages to celebrate as you work toward to sustain high performance

What are the causes for celebration?

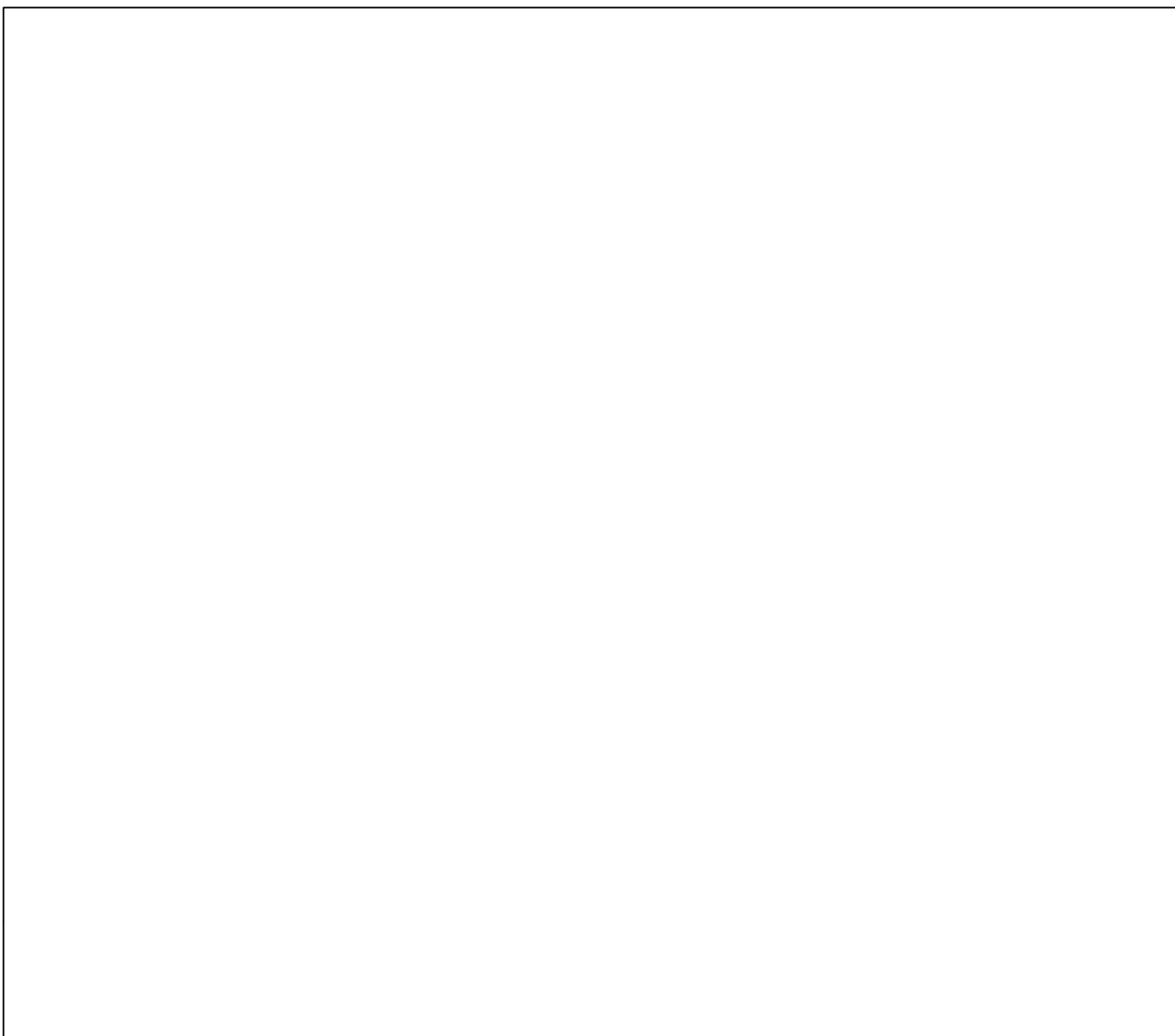
In 3rd grade Math scores, there are 2 novice, 4 apprentice, and 1 proficient that are within 3 points of upper cut score.
In 3rd grade Reading score, there are 3 novice, 1 apprentice, and 2 proficient that are within 3 points of upper cut score.
In 4th grade Math score, there are 6 novice scores within 3 points of upper cut score, and there are 11 apprentices and 11 proficients.
In 4th grade Reading, there are a total of 11 students who are within 3 points of moving up a level.
In 5th grade Math, there are 5 novice and 11 apprentice within 3 points of moving up to the next level.

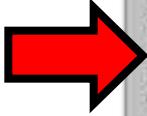
District Data Disaggregation Tool:

What are your strengths as you move forward with making continuous improvement a “living” entity in our school/district operations?

Teacher abilities and experiences are strengths. We need to utilize our experts within our building which will promote ownership of our paths with an increase desire and urgency to improve now and continuously.

Professional Learning Communities are an asset that can be used to increase cohesiveness which in turn will bring many concerns to leverages by all having a common goal to be achieved using common strategies.





Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 - Needs Assessment. Additional members beyond 10 can be added to this

sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

Team Member Name	Shareholder Position
Robin Halsey	Principal, Leadership Team Member
Amanda Walters	Parent, Site Base Member
Natalee Fitch	Parent, Site Base Member
Rebecca Baldwin	Teacher, Site Base Member
Miranda Duncan	Teacher, Site Base Member
Charlene Owens	Teacher, Site Base Member, Leadership Team Member, Title I Lead
Melissa Crace	Teacher, Leadership Team Member
All certified teachers	Data Analysis Team

***Please adjust table for more space if needed.**

Describe your team's process in reviewing and analyzing data sources: What sources did you utilize in your data review and analysis? How did you apply your data findings to determine your needs? (i.e. How did you prioritize your

“work”?) *This step is best completed after all analysis has been finished.

Our team has more than one process

Our team has several processes for analyzing data. The certified staff review academic data from KPREP scores, Exact Path, STAR Reading and Math, Internal portfolio writing, and TCT. The site base discusses trends in academic data and Tell survey results. We also looked at non academic data such as attendance, kindergarten readiness, and school culture.

After analyzing data, we focused on the academic areas that either showed a decrease in student achievement or a lack of growth overall.

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

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Step 2: Identifying the Current State

To complete this portion of current state identification, several data tools have been provided within this section of the Phase 2 - Needs Assessment Workbook. If your school/district already has an established data review process that is systematic, repeatable and recognizable by your team’s shareholders, you may utilize that system and its tools to review and analyze your quantitative academic and non-academic data. The data tools

District Data Disaggregation Tool:
Kindergarten Readiness
CCR
Graduation Rate

Trend Data - Kindergarten Readiness

Year	2015-2016 (preconsolidation)	2016-2017	2017-2018
Enrollment	34	44	53
# Tested	32	43	53
Participation Rate	94.1%	97.7%	100%
Not Ready	71.9%	69.8%	All 50.9% Headstart 53.8% Home 71.4% Other (daycare, etc.) 20%
Ready	28.1%	30.2%	All 49.1% Headstart 46.2% Home 28.6% Other (daycare, etc.) 80%

District/School Data Disaggregation Tool:

Gap

Understanding Gap Information

Total # of sub group scoring below proficiency (N/A)	Reading	Math
White	86 40%	120 56%
IEP	18 42%	27 63%
F/R Lunch	72 43%	101 58%
Two or More Races	1	2

41%

57%

GAP group scoring proficiency (P/D)	Reading	Math
White	128 60%	94 44%
IEP	25 58%	16 37%
F/R Lunch	97 57%	74 42%
Two or More Races	2	1

59%

43%

District/School Data Disaggregation Tool:

Proficiency – Converting Percentages into Numbers

Reading 3-6			
Novice	Apprentice	Proficient	Distinguished
48	52	85	55
Mathematics 3-6			
Novice	Apprentice	Proficient	Distinguished
39	100	77	34
Science 4			
Novice	Apprentice	Proficient	Distinguished
8	25	16	2
Social Studies 5			
Novice	Apprentice	Proficient	Distinguished
7	18	28	4
Writing 5			
Novice	Apprentice	Proficient	Distinguished
9	28	19	1

District/School Data Disaggregation Tool:

Proficiency – Notable Changes in Data since Previous Year

Reading 3-6 2016-17 2017-18 change

Novice	Apprentice	Proficient	Distinguished
- / no change 5.3 20 14.7	+ / - / no change .5 21.7 22.2	+ / - / no change 10.2 35.4 45.6	+ / - / no change 5.4 22.9 17.5
Mathematics 3-6			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change 5.5 16.2 10.7	+ / - / no change 7.2 41.7 34.5	+ / - / no change 5.1 32.1 37.2	+ / - / no change 6.7 14.2 7.5
Science 4			
Novice	Apprentice	Proficient	Distinguished
15.6	49	31.3	3.9
Social Studies 5			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change 9.2 12.2 3.0	+ / - / no change .02 31.5 31.3	+ / - / no change 9.1 49.1 58.2	+ / - / no change .5 7.0 7.5
Writing			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change 5.2 15.7 20.9	+ / - / no change 1.3 49.1 47.8	+ / - / no change 6.4 33.3 26.9	+ / - / no change 2.8 1.7 4.5

Nonacademic Data Review

School Year 2016-2017

	Student Attendance				Behavior Referrals	Expulsions	Other
OVERALL	93.30						

School Year 2017-2018

	Student Attendance				Behavior Referrals	Expulsions	Other

OVE RAL L	92.53 DECREA SED							

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Step 3: Determining Priorities and Concerns

Using the findings from your quantitative academic and non-academic data review, use the data questions listed below to explain your current “as is” and next steps to increase proficiency and address gap closure.

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/ District

What does the data tell us?

Scores and trends in math, reading, writing, science, and social studies.

Gap information in subgroups

Achievement and Growth of individual students and classes as a whole.

What does the data not tell us? How the students felt on the day of the test.

Home distractions. Classroom embedded instruction and assessment practices.

What does the data not tell us?

3. What are the causes for concern?

Large number of apprentice in math and writing.

Large percentage of below proficiency in subgroup of IEP disability in math.

Writing, science, and social studies subgroups with less proficiency than whole group.

What are our projected next steps to increase proficiency and close gaps in achievement?

Re evaluate writing policy to include regular scoring of internal writing portfolio.

Identify math tiers early and increased emphasis on intervention.

Create small groups of identified students who are close to cut score and need intervention to make growth.

Work on subgroup of disability instruction focusing on individual IEPs, collaboration and resource scheduling to insure and maximize teacher whole group instruction and one on one instruction.

Cultural Trends - Use the space provided to describe the trends for this data measure. Remember, you analyzed this data in the Continuous Improvement Diagnostic - Phase 1: TELL Survey. Use those findings to describe the changes evident across time. You may also utilize Val-Ed survey information here, if available.

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 school improvement strategies outlined below:

[1-Deployment of Standards](#)

[2- Delivery of Instruction](#)

[Assessment Literacy](#)

[4-Review, Analyze and Apply Data Results](#)

[5-Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6-Establish a Learning Culture and Environment](#)

It is important to remember that student data is ONLY the reflection of current conditions of the KEY PROCESSES in schools/districts. In order to target work to the appropriate systemic area(s), teams MUST consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current “as is” state within EACH of the KCWPs.

- If you can solidly respond with a definitive “yes,” then highlight those questions GREEN. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions YELLOW.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to “will” levels, skill levels, or a combination of both - essentially it is not on the front burner. If this is so, then highlight these items RED/PINK.

Working well,
monitored and
evaluated for
effectiveness
Impacting all
students in every
classroom

Not systematically in
place
Implementation is
spotty
More conversations
needed

Not on the radar as of
right now due to “will”
and/or skill levels,
Not a priority at this
time. This may be due to
prerequisite activities
MUST occur beforehand.

<p>Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level</p>		
<p>Design and Deploy Standards: (What should students know and be able to do?)</p>		
<p>Alignment with Kentucky Board of Education Delivery Target: <i>College and Career Readiness Pathways</i></p>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<ul style="list-style-type: none"> ▪ What is the assurance the current curriculum(s) is valid (e.g., aligned to state/ essential standards, components that support the instruction and assessment, paced with accuracy)? ▪ What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? ▪ What processes do teachers use to create clear and precise learning targets for students? ▪ What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? ▪ How are your district's CTE Pathway courses monitored and evaluated for effectiveness? ▪ What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? ▪ Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	<p>lesson plans assessments</p> <p>lesson plans walk throughs all are not using same</p> <p>trainings from leadership team</p> <p>analyze data regularly PLC</p> <p>PLC district pacing in cadres/ leadership teams</p> <p>exit criteria established</p>
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_X_LEVERAGE on NR _X_CONCERN 1 Least	Greatest Impact Most <u>5</u> 4 3 2	
Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Design and Deliver Instruction: (How will they learn it?)		
Alignment with Kentucky Board of Education Delivery Target: <i>Integrated Methods for Learning</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom.</i></p> <p><i>Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</i></p>	<ul style="list-style-type: none"> ▪ What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? ▪ What systems of collaboration are in place in order to meet the Tier I educational needs of all students? ▪ What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? ▪ How is learning monitored before, during, and after instruction? (Explicit Instruction) ▪ What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? ▪ What is the process used to measure teacher's instructional effectiveness based on student data? ▪ How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? ▪ How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? ▪ What system is in place to ensure students take responsibility for their own learning? ▪ How does the teacher ensure cognitive engagement versus passive or active engagement? ▪ What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? 	
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LEVERAGE	Greatest Impact on
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X CONCERN	
1 Least	Most 5 4 3 2

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deliver Assessment Literacy: (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: **Novice Reduction**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>Classroom Assessment for Student Learning emphasizes assessment <u>for</u> learning strategies and:</i></p> <ol style="list-style-type: none"> <i>1. Provides effective targeted, penalty free practice for students</i> <i>2. Enables students to take responsibility for their own learning</i> <i>3. Improves student motivation and enables students to be in control of their own learning</i> <i>4. Improves student achievement (The previous three result in improved student achievement)</i> <i>5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</i> 	<ul style="list-style-type: none"> ▪ How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) ▪ What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results? ▪ How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? ▪ What processes are used by schools/district leadership to deconstruct standards, ensure learning targets are congruent to the standards, and the laser focus of instruction? ▪ Describe the process teachers use to make learning targets clear for students? ▪ How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) ▪ What type of feedback is given to students on their progression of learning? ▪ How do you lead future teacher leaders in using the data for actionable next steps? ▪ How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? ▪ How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? ▪ How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? ▪ How does the grading system communicate student learning accurately? ▪ What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals? 	
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<u>LEVERAGE</u> NR _X_CONCERN 1 Least	Greatest Impact on Most 5 4 3 2	
Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Review, Analyze, Apply Data Results: (How will we know they have learned it?)		
Alignment with Kentucky Board of Education Delivery Target: <i>An essential component for deployment and improvement</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.

- How do teachers use these different types of assessment to ensure a balanced approach: Formative
Summative
Interim
- How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?
- What questions do school/district leadership want teachers to answer with the data that they collect?
- What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction?
- How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?
- What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?
- How do students know where they are in their own progression of learning?
- What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?
- How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice?

<u>LEVERAGE</u> NR _X_CONCERN 1 Least	Greatest Impact on Most 5 4 3 2	
Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Design, Align, Deliver Support Processes: (What will we do if they know it already, don't know it, or need other support?)		
Alignment with Kentucky Board of Education Delivery Target: <i>Learning Systems</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS

<p><i>School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</i></p>	<ul style="list-style-type: none"> ▪ What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? ▪ How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? ▪ What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? ▪ What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? ▪ What data points inform modification to curriculum and instructional practices? ▪ How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? ▪ How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? ▪ What system is in place to identify and involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals? ▪ How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? 	
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<u>LEVERAGE</u> NR _X CONCERN 1 Least	<u>Greatest Impact on</u> Most <u>5</u> <u>4</u> <u>3</u> <u>2</u>
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Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Establish Learning Culture and Environment: (What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
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The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.

- How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness?
- How do school/district leadership ensure that their classrooms are culturally responsive to student needs?
- What systems do school/district leadership have in place to address culture in their classrooms?
- How do behavior systems support an environment where everyone feels safe and wants to learn?
- What system is in place to address reports of bullying in the district, school, and individual classrooms?
- What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals?
- What processes are in place to communicate with parents in order to address barriers to learning?
- What processes are in place to communicate with students in order to address barriers to learning?
- What processes are in place to ensure equity within collegial conversations?
- What processes are in place to promote depth of educator capacity (will and skill) within school/district?
- What processes are in place to ensure **all** educators are successful?

LEVERAGE
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X CONCERN
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Greatest Impact on
Most 5 4 **3** 2

Select the Key Core Work Process being assessed through this analysis:

		<ul style="list-style-type: none"> ▪ Design and Deploy Standards ▪ Design and Deliver Instruction ▪ Design and Deliver Assessment Literacy 		<ul style="list-style-type: none"> ▪ Review, Analyze and Apply Data ▪ Design, Align and Deliver Support Services ▪ Establishing Learning Culture and Environment 	
Supporting Evidence	Strengths	Teacher abilities Increased teacher usage of learning targets Some students using own data to track their progress Increase in distinguished scores PRACTICES	weaknesses	All teachers on the same page Teachers sharing knowledge with each other All students using data to track progress Movement from Tier II to Tier I from invention Collaborative intervention strategies throughout the school PROCESSES CONDITIONS	Supporting Evidence

Supporting Evidence	Opportunities	Teachers to share knowledge and develop systemic strategies to use throughout the school Decrease novice throughout grades and content areas	Threats	Vertical sharing Number of students needing interventions students with home distractions / lack of parent involvement	Supporting Evidence
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Using the following questions, complete the SWOT analysis on the KCWPs that you identified as your area(s) of concern/weakness on the preceding page. The SWOT is an analysis tool that is used to assist schools/districts in understanding their **STRENGTHS** and **WEAKNESSES**, and additionally assists in the identification of **OPPORTUNITIES** open to the school/district and **THREATS** that the school/district might need to be prepared to face as they plan next steps to address improvement needs.

	Favorable	Unfavorable
	Strengths	Weaknesses
Internal Consideration Factors	<ul style="list-style-type: none"> ▪ What advantages does your school or district have? ▪ What do you do better than others? ▪ What unique capabilities and resources do you possess? ▪ What do others perceive as your strengths? 	<ul style="list-style-type: none"> ▪ What could you improve? ▪ What should you avoid? ▪ What do your competitors do better than you? ▪ What can you improve given the current situation? ▪ What do others perceive as your weaknesses?
External Consideration Factors	<ul style="list-style-type: none"> ▪ What trends or conditions may positively impact you? ▪ What opportunities are available to you? 	<ul style="list-style-type: none"> ▪ What obstacles do you face? ▪ What are your competitors doing that may impact you? ▪ Do you have solid financial support? ▪ What impact do your weaknesses have on the threats to you?

Once you have completed your SWOT analysis, it is time to take a closer look at where the “action for improvement” is needed. The following graphic was provided within the Continuous Improvement Diagnostic - Phase 1 Workbook and should look familiar to you. As you review your SWOT, consider each of these action areas, and classify each of your SWOT responses as one of these work needs. Mark your identification at the end of each response within your SWOT analysis.

As-Is-State of Processes, Practices, and Conditions

Work:
Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership

Worker:
Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders, school/district leadership

Workplace:
Identify the **CONDITIONS**, environments, and surroundings in which the people live, study, and/or work.

Plainly state, using precise numbers and percentages revealed by current data

Example: Graduation rate has increased from 67% the last five years to its current rate of 70%.

Step 5: Identifying Your Strengths/Leverages

Using the findings from your questions listed below to explore strengths and leverages to celebrate as you work toward to sustain high performance

What are the causes for celebration?

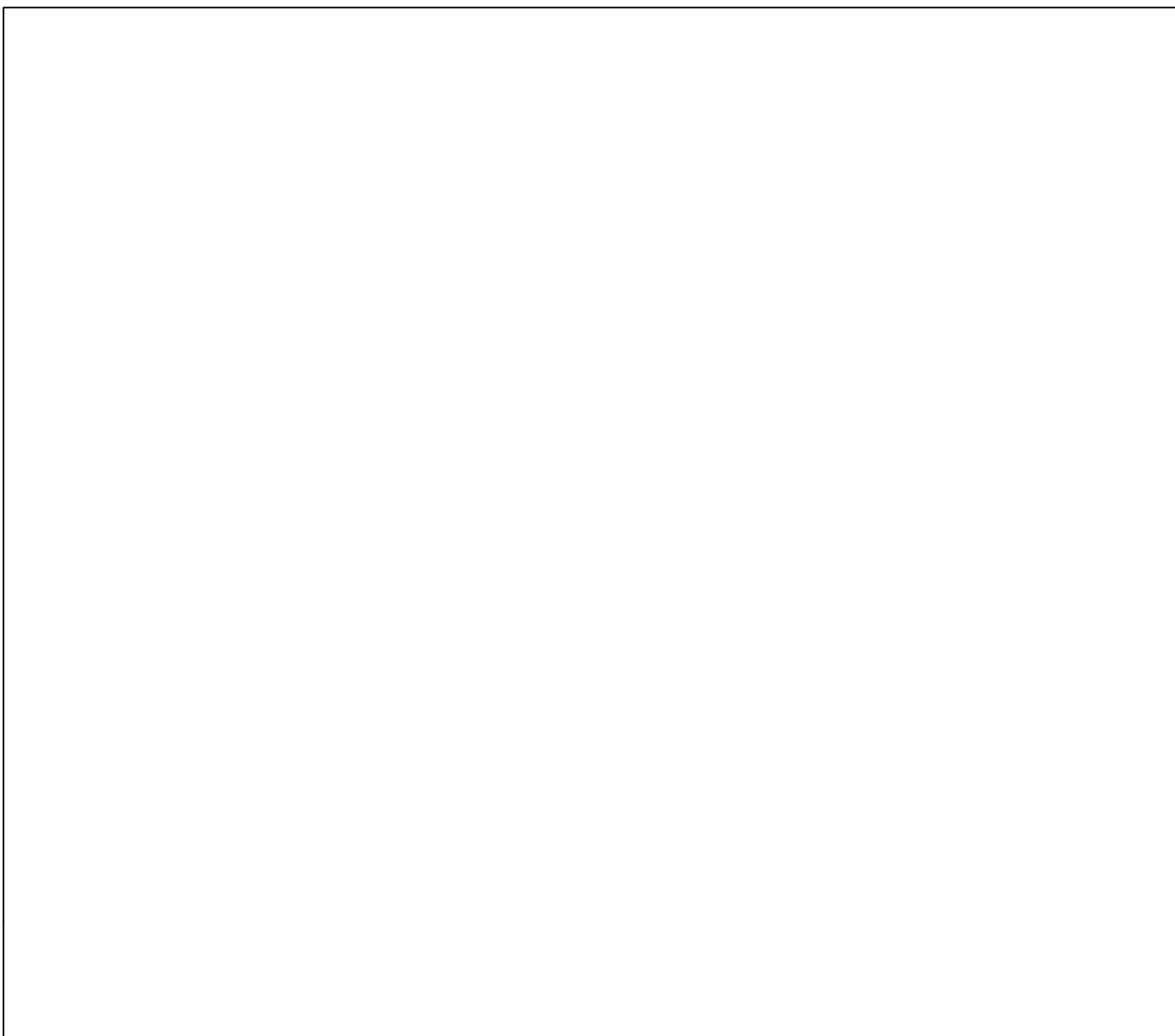
In 3rd grade Math scores, there are 2 novice, 4 apprentice, and 1 proficient that are within 3 points of upper cut score.
In 3rd grade Reading score, there are 3 novice, 1 apprentice, and 2 proficient that are within 3 points of upper cut score.
In 4th grade Math score, there are 6 novice scores within 3 points of upper cut score, and there are 11 apprentices and 11 proficients.
In 4th grade Reading, there are a total of 11 students who are within 3 points of moving up a level.
In 5th grade Math, there are 5 novice and 11 apprentice within 3 points of moving up to the next level.

District Data Disaggregation Tool:

What are your strengths as you move forward with making continuous improvement a “living” entity in our school/district operations?

Teacher abilities and experiences are strengths. We need to utilize our experts within our building which will promote ownership of our paths with an increase desire and urgency to improve now and continuously.

Professional Learning Communities are an asset that can be used to increase cohesiveness which in turn will bring many concerns to leverages by all having a common goal to be achieved using common strategies.



Central Elementary School

School Wide Parent Involvement Policy Legal Requirement of Title I, Part A

PURPOSE

Parents serve as a key stakeholder in the educational processes of the students attending Central Elementary. The *Parent Involvement Policy* of Central Elementary ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities.

PARENT DEFINITION

A parent is legally defined as a *biological parent, step-parent, or a foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides*. For the purpose of this policy, parent encompasses *all* family situations.

PARENT INVOLVEMENT DEFINITION

Parent involvement is best defined as *any time a parent commits to assisting his/her child in learning and achieving academically to a higher level with greater interest and motivation*.

Parent involvement can be accomplished in a variety of ways, which include the following:

- Encourage reading with and for your child
- developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations,
- communicating positive values such as respect, hard work, and responsibility,
- providing your child with positive encouragement when he/she achieves certain goals,
- speaking with your child's teacher on a regular basis and offering any assistance that the teacher may suggest,
- becoming involved in the school's PTO/SBDM council and/or committees, and
- discussing your child's progress in the learning process on a regular basis.

PROCEDURES

Central Elementary, along with the district Federal Programs' Coordinator, shall convene an annual meeting at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in a Title I School wide Program, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Central Elementary shall involve parents in an organized, ongoing, and timely manner in the Title I planning, review, and improvement of programs; this includes the joint development of the school parent involvement policy.

PARENT-SCHOOL LEARNING COMPACT

Central Elementary School and the parents of the students participating in the activities, services, and programs agree that improved student achievement is a shared responsibility.

Central Elementary and its parents will build and develop a partnership that will assist students in achieving proficiency.

Central Elementary will...

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards,
- communicate clear expectations,
- utilize research-based materials and methods,
- provide a safe, positive, and healthy learning environment for each student, and
- address the individual needs of each student.

Parents will...

- ensure their child attends school regularly, is punctual, and prepared to learn,
- create an atmosphere that supports learning,
- encourage their child to demonstrate respect for school personnel, classmates, and school property,
- remain informed about their child's education,
- model respect by going to the teacher first regarding concerns, and
- guarantee that any homework assignments are neat and complete.

Students will...

- come to school on time and be prepared to learn,
- obey all school and classroom rules,
- pay attention to their teachers and ask for help when needed, and
- commit to learning and do their best work each day.

BACKGROUND CHECKS

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training.

CONCERNs

Any comments or concerns regarding Central Elementary School *Parent Involvement Policy* shall be submitted to the Kentucky School District's Federal Programs' Coordinator, Shauna Patton. She can be reached at (606) 789-2530.

POLICY EVALUATION

The effectiveness of this policy shall be evaluated through the school improvement planning process.

Date Adopted: November 2017

Date Reviewed/Revised: July 31, 2018

Principal Signature _____

Parent Signature _____

Student Signature _____

Gap Group/Total number of students	Percentage of Total School Population			
White 385/397	97			
Free/Reduced Lunch 302/397	76			
IEP 89/397	22			

Total # of sub group scoring below proficiency (N/A)	Reading	Math
White	86	40%
IEP	18	42%
F/R Lunch	72	43%
Two or More Races	1	2

41%

57%

GAP group scoring proficiency (P/D)	Reading	Math
White	128	60%
IEP	25	58%
F/R Lunch	97	57%

94 44%
16 37%
74 42%

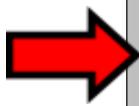
Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Reduce Writing Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KPREP scores.	Design and Deliver Instruction and Assessment Literacy	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p> <p>Construct student-friendly learning targets. Monitor and evaluate the validity of assessments, standards, and learning targets.</p> <p>Create intentional opportunities for students to receive and offer effective feedback during learning.</p> <p>Implement student participation in self-assessment and goal setting.</p> <p>Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p>	All regular ed writing teachers, all sped teachers and Literacy Team - Tania Holbrook, Sherri Vanhoose, Kaye Burkett, Rhonda Vanhoose, Brooke Gullett, and Miranda Duncan, RTI teachers -James Chapman and Andrea Music	Internal portfolio checks and reviews, classroom writing assessments, special education and regular ed teacher collaboration, lesson plans, walk throughs, student data notebooks, pacing guides, exit criteria,Universal assessments (K Brigance Screener, Exact Path, STAR), PLC notes, Student work samples, Pre-assessments, formative assessments, summative assessments, progress reports, report cards, self assessments, student and teacher reflections, parent conferences	District Funds \$0 Additional
Reduce Science Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KRPEP scores.	Design and Deliver Instruction and Assessment Literacy	<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p> <p>Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p> <p>Construct student-friendly learning targets. Monitor and evaluate the validity of assessments, standards, and learning targets.</p> <p>Create intentional opportunities for students to receive and offer effective feedback during learning.</p>	All regular ed science teachers, all sped teachers, Resource Stem teacher- Charlene Owens	Through Course Tasks, Classroom Embedded Assessments, StemScopes, Formative assessments, Summative assessments, Lesson Plans, Walk Throughs, Class discussions, student and teacher work samples	District Funds \$0 Additional
Reduce Social Studies Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KRPEP scores.	Design and Deliver Instruction and Assessment Literacy	<p>Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p> <p>Construct student-friendly learning targets. Monitor and evaluate the validity of assessments, standards, and learning targets.</p> <p>Create intentional opportunities for students to receive and offer effective feedback during learning.</p>	All regular ed social studies teachers, all sped teachers	Formative assessments, Summative assessments, Lesson Plans, Walk Throughs, Class discussions, student and teacher work samples	District Funds \$0 Additional

Continuous Improvement Planning Cycle

Phase 2: Needs Assessment

***This is a generalized planning tool, not specific to a grade span. Content**

within the workbook is not locked and, therefore, is fully adaptable.

**Protocol**

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 – Needs Assessment. Additional members beyond 10 can be added to this sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

Team Member Name	Shareholder Position
Robin Halsey	Principal, Leadership Team Member
Amanda Walters	Parent, Site Base Member
Natalee Fitch	Parent, Site Base Member
Rebecca Baldwin	Teacher, Site Base Member
Miranda Duncan	Teacher, Site Base Member
Charlene Owens	Teacher, Site Base Member, Leadership Team Member, Title I Lead
Melissa Crace	Teacher, Leadership Team Member
All certified teachers	Data Analysis Team

***Please adjust table for more space if needed.**

Describe your team's process in reviewing and analyzing data sources: What sources did you utilize in your data review and analysis? How did you apply your data findings to determine your needs? (i.e. How did you prioritize your "work"?) *This step is best completed after all analysis has been finished.

Our team has several processes for analyzing data. The certified staff review academic data from KPREP scores, Exact Path, STAR Reading and Math, Internal portfolio writing, and TCT. The site base discusses trends in academic data and Tell survey results. We also looked at non academic data such as attendance, kindergarten readiness, and school culture.

After analyzing data, we focused on the academic areas that either showed a decrease in student achievement or a lack of growth overall.

Current State

- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Step 2: Identifying the Current State

To complete this portion of current state identification, several data tools have been provided within this section of the Phase 2 – Needs Assessment Workbook. If your school/district already has an established data review process that is systematic, repeatable and recognizable by your team's shareholders, you may utilize that system and its tools to review and analyze your quantitative academic and non-academic data. The data tools

District Data Disaggregation Tool:
Kindergarten Readiness
CCR
Graduation Rate

Trend Data - Kindergarten Readiness

Year	2015-2016 (preconsolidation)	2016-2017	2017-2018
Enrollment	34	44	53
# Tested	32	43	53
Participation Rate	94.1%	97.7%	100%
Not Ready	71.9%	69.8%	All 50.9% Headstart 53.8% Home 71.4% Other (daycare, etc.) 20%
Ready	28.1%	30.2%	All 49.1% Headstart 46.2% Home 28.6% Other (daycare, etc.) 80%

District/School Data Disaggregation Tool:

Gap

Understanding Gap Information

Total # of sub group scoring below proficiency (N/A)	Reading	Math
White	86 40%	120 56%
IEP	18 42%	27 63%
F/R Lunch	72 43%	101 58%
Two or More Races	1	2
	41%	57%

GAP group scoring proficiency (P/D)	Reading	Math
White	128 60%	94 44%
IEP	25 58%	16 37%
F/R Lunch	97 57%	74 42%
Two or More Races	2	1
	59%	43%

District/School Data Disaggregation Tool:

Proficiency – Converting Percentages into Numbers

Reading 3-6			
Novice	Apprentice	Proficient	Distinguished
48	52	85	55
Mathematics 3-6			
Novice	Apprentice	Proficient	Distinguished
39	100	77	34
Science 4			
Novice	Apprentice	Proficient	Distinguished
8	25	16	2
Social Studies 5			
Novice	Apprentice	Proficient	Distinguished
7	18	28	4
Writing 5			
Novice	Apprentice	Proficient	Distinguished
9	28	19	1

District/School Data Disaggregation Tool:

Proficiency – Notable Changes in Data since Previous Year

Percentages

Reading 3-6 2016-17 2017-18 change

Novice	Apprentice	Proficient	Distinguished
- / no change 5.3 20 14.7	+ / - / no change .5 21.7 22.2	+ / - / no change 10.2 35.4 45.6	+ / - / no change 5.4 22.9 17.5

Mathematics 3-6

Novice	Apprentice	Proficient	Distinguished
+ / - / no change 5.5	+ / - / no change 7.2	+ / - / no change 5.1	+ / - / no change 6.7

16.2	10.7	41.7	34.5	32.1	37.2	14.2	7.5
Science 4							
Novice		Apprentice		Proficient		Distinguished	
15.6		49		31.3		3.9	
Social Studies 5							
Novice		Apprentice		Proficient		Distinguished	
+ / - / no change 12.2	9.2	+ / - / no change 31.5	.02 31.3	+ / - / no change 49.1	9.1 58.2	+ / - / no change 7.0	.5 7.5
Writing							
Novice		Apprentice		Proficient		Distinguished	
+ / - / no change 15.7	5.2	+ / - / no change 49.1	1.3 47.8	+ / - / no change 33.3	6.4 26.9	+ / - / no change 1.7	2.8 4.5

Nonacademic Data Review

School Year 2016-2017

	Student Attendance				
OVERALL	93.30				

School Year 2017-2018

	Student Attendance				
OVERALL	92.53 DECREASED				

Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Priorities

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Step 3: Determining Priorities and Concerns

Using the findings from your quantitative academic and non-academic data review, use the data questions listed below to explain your current “as is” and next steps to increase proficiency and address gap closure.

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

- **What does the data tell us?**

Scores and trends in math, reading, writing, science, and social studies.

Gap information in subgroups

Achievement and Growth of individual students and classes as a whole.

What does the data not tell us? How the students felt on the day of the test.

Home distractions. Classroom embedded instruction and assessment practices.

- **What does the data not tell us?**

3. What are the causes for concern?

Large number of apprentice in math and writing.

Large percentage of below proficiency in subgroup of IEP disability in math.

Writing, science, and social studies subgroups with less proficiency than whole group.

- **What are our projected next steps to increase proficiency and close gaps in achievement?**

Re evaluate writing policy to include regular scoring of internal writing portfolio.

Identify math tiers early and increased emphasis on intervention.

Create small groups of identified students who are close to cut score and need intervention to make growth.

Work on subgroup of disability instruction focusing on individual IEPs, collaboration and resource scheduling to insure and maximize teacher whole group instruction and one on one instruction.

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 school improvement strategies outlined below:

[1-Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4-Review, Analyze and Apply Data Results](#)

[5-Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6-Establish a Learning Culture and Environment](#)

It is important to remember that student data is ONLY the reflection of current conditions of the KEY PROCESSES in schools/districts. In order to target work to the appropriate systemic area(s), teams MUST consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current “as is” state within EACH of the KCWPs.

- If you can solidly respond with a definitive “yes,” then highlight those questions GREEN. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions YELLOW.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to “will” levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items RED/PINK.

- D
C
- Working well, monitored and evaluated for effectiveness
 - Impacting all students in every classroom

- DIP
rov
- Not systematically in place
 - Implementation is spotty
 - More conversations needed

- DIP
rov
- Not on the radar as of right now due to “will” and/or skill levels,
 - Not a priority at this time. This may be due to prerequisite activities MUST occur beforehand.

Evaluation of Kentucky Department of Education Work Processes for Novice Reduc				
Design and Deploy Standards: (What should students know and be able				
Alignment with Kentucky Board of Education Delivery Target: College and Career Readi				
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE B RESPONSIBLE F		
<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>	<ul style="list-style-type: none"> ● What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? ● What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? ● What processes do teachers use to create clear and precise learning targets for students? ● What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? ● How are your district's CTE Pathway courses monitored and evaluated for effectiveness? ● What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? ● Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	lesson plans assessments lesson plans walk throughs all are not using same trainings from leadership team analyze data regularly PLC PLC district pacing in cadres/ leadership teams exit criteria established		
<input type="checkbox"/> LEVERAGE <input type="checkbox"/> CONCERN	Greatest Impact on NR Most <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> Least			
Evaluation of Kentucky Department of Education Work Processes for Novice Redu				
Design and Deliver Instruction: (How will they learn it?)				
Alignment with Kentucky Board of Education Delivery Target: Integrated Methods				

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p>ools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</p>	<ul style="list-style-type: none"> ● What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? ● What systems of collaboration are in place in order to meet the Tier I education needs of all students? ● What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? ● How is learning monitored before, during, and after instruction? (Explicit Instruction) ● What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? ● What is the process used to measure teacher's instructional effectiveness based on student data? ● How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? ● How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? ● What system is in place to ensure students take responsibility for their own learning? ● How does the teacher ensure cognitive engagement versus passive or active engagement? ● What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?

LEVERAGE
X CONCERN Greatest Impact on NR
Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Redesign

Design and Deliver Assessment Literacy: (How will we know they have learned?)

Alignment with Kentucky Board of Education Delivery Target: **Novice Redesign**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p>Classroom Assessment for Student Learning emphasizes assessment for learning strategies and:</p> <ol style="list-style-type: none"> Provides effective targeted, penalty free practice for students 	<ul style="list-style-type: none"> ● How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) ● What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results? ● How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? ● What processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards, and the laser focus of instruction? ● Describe the process teachers use to make learning targets clear for students?

<p><i>2. Enables students to take responsibility for their own learning</i></p> <p><i>3. Improves student motivation and enables students to be in control of their own learning</i></p> <p><i>4. Improves student achievement (The previous three result in improved student achievement)</i></p> <p><i>5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</i></p>	<ul style="list-style-type: none"> • How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) • What type of feedback is given to students on their progression of learning? • How do you lead future teacher leaders in using the data for actionable next steps? • How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? • How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? • How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? • How does the grading system communicate student learning accurately? • What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals?
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

_LEVERAGE
X CONCERN

Greatest Impact on NR

Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Redundant

Review, Analyze, Apply Data Results: (How will we know they have learned?)

Alignment with Kentucky Board of Education Delivery Target: *An essential component for deployment*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p><i>Schools and districts must have a repeatable/uniform system for knowing the data.</i></p> <p><i>School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</i></p> <p><i>Likewise, teachers must have an established system for examining and interpreting all of the data that is in</i></p>	<ul style="list-style-type: none"> • How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim • How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions do school/district leadership want teachers to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction? • How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? • What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?

<p><i>their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</i></p>	<ul style="list-style-type: none"> ● How do students know where they are in their own progression of learning? ● What systems are in place to ensure that students are actively involved knowing their own data and making decisions about their own learning? ● How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice?
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 LEVERAGE
X CONCERN

Greatest Impact on NR
 Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction

Design, Align, Deliver Support Processes: (What will we do if they know it already, don't know it, or need support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p><i>I leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement</i></p>	<ul style="list-style-type: none"> ● What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? ● How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? ● What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? ● What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? ● What data points inform modification to curriculum and instructional practices? ● How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? ● How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? ● What system is in place to identify and involve multiple stakeholders (e.g. teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals?

<i>model that monitors what is working.</i>	<ul style="list-style-type: none"> How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students?
<input type="checkbox"/> LEVERAGE <input checked="" type="checkbox"/> CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least
Evaluation of Kentucky Department of Education Work Processes for Novice Redu	
Establish Learning Culture and Environment: (What will we do if they know it already, support?)	
Alignment with Kentucky Board of Education Delivery Target: Learning Sys	
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<i>nvironment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</i>	<ul style="list-style-type: none"> How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? How do school/district leadership ensure that their classrooms are culturally responsive to student needs? What systems do school/district leadership have in place to address culture in their classrooms? How do behavior systems support an environment where everyone feels safe and wants to learn? What system is in place to address reports of bullying in the district, school, and individual classrooms? What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning? What processes are in place to ensure equity within collegial conversations? What processes are in place to promote depth of educator capacity (will and skill) within school/district? What processes are in place to ensure all educators are successful?
<input type="checkbox"/> LEVERAGE <input checked="" type="checkbox"/> CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least

Select the Key Core Work Process being assessed through this analysis:

<input type="radio"/> Design and Deploy Standards <input checked="" type="radio"/> Design and Deliver Instruction <input type="radio"/> Design and Deliver Assessment Literacy				<input type="radio"/> Review, Analyze and Apply Data <input type="radio"/> Design, Align and Deliver Support Services <input type="radio"/> Establishing Learning Culture and Environment	
Supporting Evidence	Strengths	Teacher abilities Increased teacher usage of learning targets Some students using own data to track their progress Increase in distinguished scores PRACTICES	weaknesses	All teachers on the same page Teachers sharing knowledge with each other All students using data to track progress Movement from Tier II to Tier I from invention Collaborative intervention strategies throughout the school PROCESSES CONDITIONS	Supporting Evidence
Supporting Evidence	Opportunities	Teachers to share knowledge and develop systemic strategies to use throughout the school Decrease novice throughout grades and content areas	Threats	Vertical sharing Number of students needing interventions students with home distractions / lack of parent involvement	Supporting Evidence

Using the following questions, complete the SWOT analysis on the KCWPs that you identified as your area(s) of concern/weakness on the preceding page. The SWOT is an analysis tool that is used to assist schools/districts in understanding their STRENGTHS and WEAKNESSES, and additionally assists in the identification of OPPORTUNITIES open to the school/district and THREATS that the school/district might need to be prepared to face as they plan next steps to address improvement needs.

	Favorable	Unf
	Strengths	We
Internal Consideration Factors	<ul style="list-style-type: none"> What advantages does your school or district have? What do you do better than others? What unique capabilities and resources do you possess? What do others perceive as your strengths? 	<ul style="list-style-type: none"> What could What shoul What do yo What can y What do ot
External Consideration Factors	<ul style="list-style-type: none"> What trends or conditions may positively impact you? What opportunities are available to you? 	<ul style="list-style-type: none"> What obsta What are yo impact you' Do you hav What impac

Once you have completed your SWOT analysis, it is time to take a closer look at where the “action for improvement” is needed. The following graphic was provided within the Continuous Improvement Diagnostic – Phase 1 Workbook and should look familiar to you. As you review your SWOT, consider each of these action areas, and classify each of your SWOT responses as one of these work needs. Mark your identification at the end of each response within your SWOT analysis.

As-Is-State of Processes, Practices and Conditions

Work:
Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership

Worker:
Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders, school/district leadership

Workplace:
Identify the **CONDITIONS** environment and surroundings in which people study, a wor

Strengths
Weaknesses
Opportunities
Threats

Plainly state, using precise numbers and percentages revealed by current data

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Step 5: Identifying Your Strengths

Using the findings from your qualitative analysis, list the strengths listed below to explain your current status towards proficiency or as you relate to the school/district mission.

What are the causes for celebration?

In 3rd grade Math scores, there are 2 novice, 4 apprentice, and 1 proficient that are within 3 points of upper cut score.

In 3rd grade Reading score, there are 3 novice, 1 apprentice, and 2 proficient that are within 3 points of upper cut score.

In 4th grade Math score, there are 6 novice scores within 3 points of upper cut score, and there are 10 apprentices and 10 proficients.

In 4th grade Reading, there are a total of 11 students who are within 3 points of moving up a level.

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

What are your strengths as you move forward with making continuous improvement a "living" entity in our school/district operations?

Teacher abilities and experiences are strengths. We need to utilize our experts within our building which will promote ownership of our paths with an increase desire and urgency to improve now and continuously.

Central Elementary School
School Wide Title I School

Regular Site Base Meeting
November 7, 2018

Attendance: Robin Halsey, Rebecca Baldwin, Charlene Owens, Miranda Duncan
Amanda Walters

Meeting called to order by Mrs. Halsey.

Agenda presented. Motion made by Amanda Walters to approve agenda. Seconded by Becky Baldwin . All in favor.

Minutes from last two meetings -regular and regular- presented. Motion made by Amanda Walters to approve agenda. Seconded by Charlene Owens . All in favor.

CSIP update - 2nd phase completed - focus on Math and Writing school wide and lower special needs novice. 3rd phase due January 1. Plan to address those focus areas and Title I.

School Report Card update given by Mrs. Halsey. Visual arts and health and PE (school mandated information) added to school report card.

Title I update - Mrs. Owens will be going to County Title I meeting November 14. Plan to have Title I parent meeting during PTO meeting.

Writing policy review - presented current writing policy for review. Will take it and bring back recommendations for adjustments to be added.

Motion made by Becky Baldwin to adjourn, seconded by Amanda Walters. All in favor.

Central Elementary
Title I Schoolwide Program
Wednesday, October 3, 2018
Regular Site Base Meeting

Present - Robin Halsey, Rebecca Baldwin, Miranda Duncan, Charlene Owens, Amanda Walters, Natalee Fitch

Meeting called to order by Mrs. Halsey.

Approval of agenda - Motion made by Charlene Owens , seconded by Amanda Walters. All in favor.

Minutes from Sept. 5, 2018 approved - Motion made by Amanda Walters ,seconded by Natalee Fitch. All in favor.

Financial report update by Mrs. Halsey.

Assessment update by Mrs. Halsey.

CSIP - Phase I completed. Phase II started. Data analysis started and needs assessment.

Title I Presentation - Mrs. Owens updated Title I plan within the CSIP.

Motion made to adjourn by Amanda Walters, seconded by Natalee Walters.

Central Elementary School

School Wide Parent Involvement Policy Legal Requirement of Title I, Part A

PURPOSE

Parents serve as a key stakeholder in the educational processes of the students attending Central Elementary. The *Parent Involvement Policy* of Central Elementary ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities.

PARENT DEFINITION

A parent is legally defined as a *biological parent, step-parent, or a foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides*. For the purpose of this policy, parent encompasses *all* family situations.

PARENT INVOLVEMENT DEFINITION

Parent involvement is best defined as *any time a parent commits to assisting his/her child in learning and achieving academically to a higher level with greater interest and motivation*.

Parent involvement can be accomplished in a variety of ways, which include the following:

- Encourage reading with and for your child
- developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations,
- communicating positive values such as respect, hard work, and responsibility,
- providing your child with positive encouragement when he/she achieves certain goals,
- speaking with your child's teacher on a regular basis and offering any assistance that the teacher may suggest,
- becoming involved in the school's PTO/SBDM council and/or committees, and
- discussing your child's progress in the learning process on a regular basis.

PROCEDURES

Central Elementary, along with the district Federal Programs' Coordinator, shall convene an annual meeting at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in a Title I School wide Program, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Central Elementary shall involve parents in an organized, ongoing, and timely manner in the Title I planning, review, and improvement of programs; this includes the joint development of the school parent involvement policy.

PARENT-SCHOOL LEARNING COMPACT

Central Elementary School and the parents of the students participating in the activities, services, and programs agree that improved student achievement is a shared responsibility.

Central Elementary and its parents will build and develop a partnership that will assist students in achieving proficiency.

Central Elementary will...

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards,
- communicate clear expectations,
- utilize research-based materials and methods,
- provide a safe, positive, and healthy learning environment for each student, and
- address the individual needs of each student.

Parents will...

- ensure their child attends school regularly, is punctual, and prepared to learn,
- create an atmosphere that supports learning,
- encourage their child to demonstrate respect for school personnel, classmates, and school property,
- remain informed about their child's education,
- model respect by going to the teacher first regarding concerns, and
- guarantee that any homework assignments are neat and complete.

Students will...

- come to school on time and be prepared to learn,
- obey all school and classroom rules,
- pay attention to their teachers and ask for help when needed, and
- commit to learning and do their best work each day.

BACKGROUND CHECKS

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training.

CONCERNs

Any comments or concerns regarding Central Elementary School *Parent Involvement Policy* shall be submitted to the Kentucky School District's Federal Programs' Coordinator, Shauna Patton. She can be reached at (606) 789-2530.

POLICY EVALUATION

The effectiveness of this policy shall be evaluated through the school improvement planning process.

Date Adopted: November 2017

Date Reviewed/Revised: July 31, 2018

Principal Signature _____

Parent Signature _____

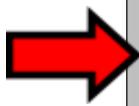
Student Signature _____

Continuous Improvement Planning Cycle

Phase 2: Needs Assessment

***This is a generalized
planning tool, not specific
to a grade span. Content**

within the workbook is not locked and, therefore, is fully adaptable.

**Protocol**

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 – Needs Assessment. Additional members beyond 10 can be added to this sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

Team Member Name	Shareholder Position
Robin Halsey	Principal, Leadership Team Member
Amanda Walters	Parent, Site Base Member
Natalee Fitch	Parent, Site Base Member
Rebecca Baldwin	Teacher, Site Base Member
Miranda Duncan	Teacher, Site Base Member
Charlene Owens	Teacher, Site Base Member, Leadership Team Member, Title I Lead
Melissa Crace	Teacher, Leadership Team Member
All certified teachers	Data Analysis Team

***Please adjust table for more space if needed.**

Describe your team's process in reviewing and analyzing data sources: What sources did you utilize in your data review and analysis? How did you apply your data findings to determine your needs? (i.e. How did you prioritize your "work"?) *This step is best completed after all analysis has been finished.

Our team has several processes for analyzing data. The certified staff review academic data from KPREP scores, Exact Path, STAR Reading and Math, Internal portfolio writing, and TCT. The site base discusses trends in academic data and Tell survey results. We also looked at non academic data such as attendance, kindergarten readiness, and school culture.

After analyzing data, we focused on the academic areas that either showed a decrease in student achievement or a lack of growth overall.

Current State

- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Step 2: Identifying the Current State

To complete this portion of current state identification, several data tools have been provided within this section of the Phase 2 – Needs Assessment Workbook. If your school/district already has an established data review process that is systematic, repeatable and recognizable by your team's shareholders, you may utilize that system and its tools to review and analyze your quantitative academic and non-academic data. The data tools

District Data Disaggregation Tool:
Kindergarten Readiness
CCR
Graduation Rate

Trend Data - Kindergarten Readiness

Year	2015-2016 (preconsolidation)	2016-2017	2017-2018
Enrollment	34	44	53
# Tested	32	43	53
Participation Rate	94.1%	97.7%	100%
Not Ready	71.9%	69.8%	All 50.9% Headstart 53.8% Home 71.4% Other (daycare, etc.) 20%
Ready	28.1%	30.2%	All 49.1% Headstart 46.2% Home 28.6% Other (daycare, etc.) 80%

District/School Data Disaggregation Tool:

Gap

Understanding Gap Information

Total # of sub group scoring below proficiency (N/A)	Reading	Math
White	86 40%	120 56%
IEP	18 42%	27 63%
F/R Lunch	72 43%	101 58%
Two or More Races	1	2
	41%	57%

GAP group scoring proficiency (P/D)	Reading	Math
White	128 60%	94 44%
IEP	25 58%	16 37%
F/R Lunch	97 57%	74 42%
Two or More Races	2	1
	59%	43%

District/School Data Disaggregation Tool:

Proficiency – Converting Percentages into Numbers

Reading 3-6			
Novice	Apprentice	Proficient	Distinguished
48	52	85	55
Mathematics 3-6			
Novice	Apprentice	Proficient	Distinguished
39	100	77	34
Science 4			
Novice	Apprentice	Proficient	Distinguished
8	25	16	2
Social Studies 5			
Novice	Apprentice	Proficient	Distinguished
7	18	28	4
Writing 5			
Novice	Apprentice	Proficient	Distinguished
9	28	19	1

District/School Data Disaggregation Tool:

Proficiency – Notable Changes in Data since Previous Year

Percentages

Reading 3-6 2016-17 2017-18 change

Novice	Apprentice	Proficient	Distinguished
- / no change 5.3 20 14.7	+ / - / no change .5 21.7 22.2	+ / - / no change 10.2 35.4 45.6	+ / - / no change 5.4 22.9 17.5

Mathematics 3-6

Novice	Apprentice	Proficient	Distinguished
+ / - / no change 5.5	+ / - / no change 7.2	+ / - / no change 5.1	+ / - / no change 6.7

16.2	10.7	41.7	34.5	32.1	37.2	14.2	7.5
Science 4							
Novice		Apprentice		Proficient		Distinguished	
15.6		49		31.3		3.9	
Social Studies 5							
Novice		Apprentice		Proficient		Distinguished	
+ / - / no change 12.2	9.2	+ / - / no change 31.5	.02 31.3	+ / - / no change 49.1	9.1 58.2	+ / - / no change 7.0	.5 7.5
Writing							
Novice		Apprentice		Proficient		Distinguished	
+ / - / no change 15.7	5.2	+ / - / no change 49.1	1.3 47.8	+ / - / no change 33.3	6.4 26.9	+ / - / no change 1.7	2.8 4.5

Nonacademic Data Review

School Year 2016-2017

	Student Attendance				
OVERALL	93.30				

School Year 2017-2018

	Student Attendance				
OVERALL	92.53 DECREASED				

Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Priorities

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Step 3: Determining Priorities and Concerns

Using the findings from your quantitative academic and non-academic data review, use the data questions listed below to explain your current “as is” and next steps to increase proficiency and address gap closure.

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

- **What does the data tell us?**

Scores and trends in math, reading, writing, science, and social studies.

Gap information in subgroups

Achievement and Growth of individual students and classes as a whole.

What does the data not tell us? How the students felt on the day of the test.

Home distractions. Classroom embedded instruction and assessment practices.

- **What does the data not tell us?**

3. What are the causes for concern?

Large number of apprentice in math and writing.

Large percentage of below proficiency in subgroup of IEP disability in math.

Writing, science, and social studies subgroups with less proficiency than whole group.

- **What are our projected next steps to increase proficiency and close gaps in achievement?**

Re evaluate writing policy to include regular scoring of internal writing portfolio.

Identify math tiers early and increased emphasis on intervention.

Create small groups of identified students who are close to cut score and need intervention to make growth.

Work on subgroup of disability instruction focusing on individual IEPs, collaboration and resource scheduling to insure and maximize teacher whole group instruction and one on one instruction.

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 school improvement strategies outlined below:

[1-Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4-Review, Analyze and Apply Data Results](#)

[5-Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6-Establish a Learning Culture and Environment](#)

It is important to remember that student data is ONLY the reflection of current conditions of the KEY PROCESSES in schools/districts. In order to target work to the appropriate systemic area(s), teams MUST consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current “as is” state within EACH of the KCWPs.

- If you can solidly respond with a definitive “yes,” then highlight those questions GREEN. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions YELLOW.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to “will” levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items RED/PINK.

- D
C
- Working well, monitored and evaluated for effectiveness
 - Impacting all students in every classroom

- DIP
rov
- Not systematically in place
 - Implementation is spotty
 - More conversations needed

- DIP
rov
- Not on the radar as of right now due to “will” and/or skill levels,
 - Not a priority at this time. This may be due to prerequisite activities MUST occur beforehand.

Evaluation of Kentucky Department of Education Work Processes for Novice Reduc				
Design and Deploy Standards: (What should students know and be able				
Alignment with Kentucky Board of Education Delivery Target: College and Career Readi				
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE B RESPONSIBLE F		
<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>	<ul style="list-style-type: none"> ● What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? ● What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? ● What processes do teachers use to create clear and precise learning targets for students? ● What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? ● How are your district's CTE Pathway courses monitored and evaluated for effectiveness? ● What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? ● Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	lesson plans assessments lesson plans walk throughs all are not using same trainings from leadership team analyze data regularly PLC PLC district pacing in cadres/ leadership teams exit criteria established		
_X LEVERAGE _X CONCERN	Greatest Impact on NR Most <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> Least			
Evaluation of Kentucky Department of Education Work Processes for Novice Redu				
Design and Deliver Instruction: (How will they learn it?)				
Alignment with Kentucky Board of Education Delivery Target: Integrated Methods				

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p>ools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</p>	<ul style="list-style-type: none"> ● What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? ● What systems of collaboration are in place in order to meet the Tier I education needs of all students? ● What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? ● How is learning monitored before, during, and after instruction? (Explicit Instruction) ● What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? ● What is the process used to measure teacher's instructional effectiveness based on student data? ● How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? ● How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? ● What system is in place to ensure students take responsibility for their own learning? ● How does the teacher ensure cognitive engagement versus passive or active engagement? ● What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?

LEVERAGE
X CONCERN Greatest Impact on NR
Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Redesign

Design and Deliver Assessment Literacy: (How will we know they have learned?)

Alignment with Kentucky Board of Education Delivery Target: **Novice Redesign**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p>Classroom Assessment for Student Learning emphasizes assessment for learning strategies and:</p> <ol style="list-style-type: none"> Provides effective targeted, penalty free practice for students 	<ul style="list-style-type: none"> ● How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) ● What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results? ● How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? ● What processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards, and the laser focus of instruction? ● Describe the process teachers use to make learning targets clear for students?

<p><i>2. Enables students to take responsibility for their own learning</i></p> <p><i>3. Improves student motivation and enables students to be in control of their own learning</i></p> <p><i>4. Improves student achievement (The previous three result in improved student achievement)</i></p> <p><i>5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</i></p>	<ul style="list-style-type: none"> • How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) • What type of feedback is given to students on their progression of learning? • How do you lead future teacher leaders in using the data for actionable next steps? • How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? • How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? • How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? • How does the grading system communicate student learning accurately? • What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals?
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X CONCERN

Greatest Impact on NR

Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Redundant

Review, Analyze, Apply Data Results: (How will we know they have learned?)

Alignment with Kentucky Board of Education Delivery Target: *An essential component for deployment*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p><i>Schools and districts must have a repeatable/uniform system for knowing the data.</i></p> <p><i>School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</i></p> <p><i>Likewise, teachers must have an established system for examining and interpreting all of the data that is in</i></p>	<ul style="list-style-type: none"> • How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim • How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions do school/district leadership want teachers to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction? • How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? • What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?

<p><i>their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</i></p>	<ul style="list-style-type: none"> ● How do students know where they are in their own progression of learning? ● What systems are in place to ensure that students are actively involved knowing their own data and making decisions about their own learning? ● How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice?
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Greatest Impact on NR
 Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction

Design, Align, Deliver Support Processes: (What will we do if they know it already, don't know it, or need support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<p><i>I leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement</i></p>	<ul style="list-style-type: none"> ● What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? ● How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? ● What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? ● What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? ● What data points inform modification to curriculum and instructional practices? ● How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? ● How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? ● What system is in place to identify and involve multiple stakeholders (e.g. teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals?

<i>model that monitors what is working.</i>	<ul style="list-style-type: none"> How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students?
<input type="checkbox"/> LEVERAGE <input checked="" type="checkbox"/> CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least
Evaluation of Kentucky Department of Education Work Processes for Novice Redu	
Establish Learning Culture and Environment: (What will we do if they know it already, support?)	
Alignment with Kentucky Board of Education Delivery Target: Learning Sys	
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE
<i>nvironment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</i>	<ul style="list-style-type: none"> How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? How do school/district leadership ensure that their classrooms are culturally responsive to student needs? What systems do school/district leadership have in place to address culture in their classrooms? How do behavior systems support an environment where everyone feels safe and wants to learn? What system is in place to address reports of bullying in the district, school, and individual classrooms? What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning? What processes are in place to ensure equity within collegial conversations? What processes are in place to promote depth of educator capacity (will and skill) within school/district? What processes are in place to ensure all educators are successful?
<input type="checkbox"/> LEVERAGE <input checked="" type="checkbox"/> CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least

Select the Key Core Work Process being assessed through this analysis:

<input type="radio"/> Design and Deploy Standards <input checked="" type="radio"/> Design and Deliver Instruction <input type="radio"/> Design and Deliver Assessment Literacy				<input type="radio"/> Review, Analyze and Apply Data <input type="radio"/> Design, Align and Deliver Support Services <input type="radio"/> Establishing Learning Culture and Environment	
Supporting Evidence	Strengths	Teacher abilities Increased teacher usage of learning targets Some students using own data to track their progress Increase in distinguished scores PRACTICES	weaknesses	All teachers on the same page Teachers sharing knowledge with each other All students using data to track progress Movement from Tier II to Tier I from invention Collaborative intervention strategies throughout the school PROCESSES CONDITIONS	Supporting Evidence
Supporting Evidence	Opportunities	Teachers to share knowledge and develop systemic strategies to use throughout the school Decrease novice throughout grades and content areas	Threats	Vertical sharing Number of students needing interventions students with home distractions / lack of parent involvement	Supporting Evidence

Using the following questions, complete the SWOT analysis on the KCWPs that you identified as your area(s) of concern/weakness on the preceding page. The SWOT is an analysis tool that is used to assist schools/districts in understanding their STRENGTHS and WEAKNESSES, and additionally assists in the identification of OPPORTUNITIES open to the school/district and THREATS that the school/district might need to be prepared to face as they plan next steps to address improvement needs.

	Favorable	Unf
	Strengths	We
Internal Consideration Factors	<ul style="list-style-type: none"> What advantages does your school or district have? What do you do better than others? What unique capabilities and resources do you possess? What do others perceive as your strengths? 	<ul style="list-style-type: none"> What could What shoul What do yo What can y What do ot
External Consideration Factors	<ul style="list-style-type: none"> What trends or conditions may positively impact you? What opportunities are available to you? 	<ul style="list-style-type: none"> What obsta What are yo impact you' Do you hav What impac

Once you have completed your SWOT analysis, it is time to take a closer look at where the “action for improvement” is needed. The following graphic was provided within the Continuous Improvement Diagnostic – Phase 1 Workbook and should look familiar to you. As you review your SWOT, consider each of these action areas, and classify each of your SWOT responses as one of these work needs. Mark your identification at the end of each response within your SWOT analysis.

As-Is-State of Processes, Practices and Conditions

Work:
Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership

Worker:
Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders, school/district leadership

Workplace:
Identify the **CONDITIONS** environment and surroundings in which people study, a wor

Strengths
Weaknesses
Opportunities
Threats

Plainly state, using precise numbers and percentages revealed by current data

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Step 5: Identifying Your Strengths

Using the findings from your qualitative analysis, list the strengths listed below to explain your current status towards proficiency or as you relate to the school/district mission.

What are the causes for celebration?

In 3rd grade Math scores, there are 2 novice, 4 apprentice, and 1 proficient that are within 3 points of upper cut score.

In 3rd grade Reading score, there are 3 novice, 1 apprentice, and 2 proficient that are within 3 points of upper cut score.

In 4th grade Math score, there are 6 novice scores within 3 points of upper cut score, and there are 10 apprentices and 10 proficients.

In 4th grade Reading, there are a total of 11 students who are within 3 points of moving up a level.

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

What are your strengths as you move forward with making continuous improvement a "living" entity in our school/district operations?

Teacher abilities and experiences are strengths. We need to utilize our experts within our building which will promote ownership of our paths with an increase desire and urgency to improve now and continuously.

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): *Students at Central Elementary will maintain proficiency by scoring above the lowest 5% of schools and increasing combined Reading and Math to 72 as evidenced by KREP scores throughout the next 3 years.*

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">• <u>KCWP 1: Design and Deploy Standards</u>• <u>KCWP 2: Design and Deliver Instruction</u>• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• <u>KCWP 4: Review, Analyze and Apply Data</u>• <u>KCWP 5: Design, Align and Deliver Support</u>• <u>KCWP 6: Establishing Learning Culture and Environment</u>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">• <u>KCWP1: Design and Deploy Standards Classroom Activities</u>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase percentage of proficiency in Reading to 60% from 58.3 by June 2019 as evidenced by KPREP scores .	Design and Deliver Instruction: Identify instructional needs for Tier I and Tier II to ensure improvement and monitor instructional effectiveness.	Formative assessments with appropriate, timely feedback, Exact Path practice and diagnostic performance, teacher reflection and refinement according to student success with intervention and enrichment, daily learning targets and regular teacher/ student goal setting with reflection.	Lesson plans with daily learning targets, feedback, students scores, varied assessments, student goal completion and refinement	Lesson plans, walk throughs, student success with improvement in scores and understanding on varied assessments, Exact Path diagnostic three times a year, student grades and progress reports, STAR reading scores	\$0
	Design and Deliver Assessment Literacy: Validate assessments to ensure congruency with standards and learning targets.	Lesson plans evidence explicit instruction with standards, learning targets and assessments, professional development, effective feedback for mastery for all students, success criteria	Lesson plans, teacher observation and walkthroughs, student success according to criteria aligned with standard and target	Lesson plans, assessments, rubrics with success criteria, student daily scores and performance, Exact Path, STAR reading scores, formative assessments	\$0
Objective 2: Increase percentage of proficiency in Math to 50% from 46.25 by June 2019 measured by 2018-2019 KREP scores.	Design and Deliver Instruction: Identify instructional needs for Tier I and Tier II to ensure improvement and monitor instructional effectiveness.	Formative assessments with appropriate, timely feedback, Exact Path practice and diagnostic performance, teacher reflection and refinement according to student success with intervention and enrichment, daily learning targets and regular teacher/ student goal setting with reflection.	Lesson plans with daily learning targets, feedback, students scores, varied assessments, student goal completion and refinement	Lesson plans, walk throughs, student success with improvement in scores and understanding on varied assessments, Exact Path diagnostic three times a year, student grades and progress reports, STAR math scores	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design and Deliver Assessment Literacy: Validate assessments to ensure congruency with standards and learning targets.	Lesson plans evidence explicit instruction with standards, learning targets and assessments, professional development, effective feedback for mastery for all students, success criteria	Lesson plans, teacher observation and walkthroughs, student success according to criteria aligned with standard and target	Lesson plans, assessments, rubrics with success criteria, student daily scores and performance, Exact Path, STAR math scores, formative assessments	

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): *Central Elementary will perform above the lowest 5% in the state increasing score above the cut score of 52.6 in all areas of SAI areas of Science, Social Studies and Writing throughout the next three years seeing improvement each year.*

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">• <u>KCWP 1: Design and Deploy Standards</u>• <u>KCWP 2: Design and Deliver Instruction</u>• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• <u>KCWP 4: Review, Analyze and Apply Data</u>• <u>KCWP 5: Design, Align and Deliver Support</u>• <u>KCWP 6: Establishing Learning Culture and Environment</u>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">• <u>KCWP1: Design and Deploy Standards Classroom Activities</u>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By June 2019, CES will decrease novice writing by 5% and increase proficiency from 35.1% P/D to 40% P/D evidenced by KREP scores.	Design and Deploy Standards: Central Elementary develops and implements curriculum that is rigorous, intentional, and aligned to promotes student learning success.	Using the KY Academic Standards, KY Curriculum Framework and Performance Level Descriptions for Writing, teachers plan what will be learned at each grade level and how it will be assessed using both formative and summative data.	Curriculum maps/pacing guides, exit criteria/benchmark, RTI documentation, Internal portfolios, Lesson plans, assessment of writing in all subject areas	Internal portfolio checks every nine weeks, daily/weekly classroom writing assessments, progress reports every 4 1/2 weeks	\$0
	Design and Deliver Instruction and Assessment Literacy: Central Elementary's writing program actively engages all students by effective ,varied, and research based practices to improve student performance in writing. The school will have multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs, including assessments of and for learning.	Every child will have access to high-quality, best and effective practices during instruction. Students who do not reach mastery of learning targets and criteria according to standards, will be provided Tier II and/or Tier III individual or small group instruction. Students' literacy in writing is modeled, taught, practiced, and evaluated K-6 and appropriated individual intervention is provided for students who do not meet criteria at each level.	Curriculum maps/pacing guides, exit criteria/benchmark, RTI documentation, Internal portfolios, Lesson plans, assessment of writing in all subject areas	Internal portfolio checks every nine weeks, daily/weekly classroom writing assessments, progress reports every 4 1/2 weeks	\$0
Objective 2: By June 2019, CES will decrease novice Social Studies by 5% and increase	Design and Deliver Instruction: Collaboration between teachers from all	Vertical PLCs and district PLC participation for all teachers of Social Studies, common assessments,	Lesson Plans, PLC notes, assessments with feedback for	progress reports, PLC notebooks, lesson plans, walk throughs, student performance based on criteria	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
proficiency from 56.1% P/D to 60% P/D evidenced by KREP scores.	grade levels will take place to ensure student instructional needs are met and learning is monitored through attainment of learning targets through formative and summative assessment.	explicit instruction with learning targets and aligned assessments	mastery, rubrics and criteria		
Objective 3: By June 2019, CES will decrease novice Science by 5% and increase proficiency from 35.3% P/D to 40% P/D evidence by KREP scores.	Design and Deliver Instruction: Science teachers provide explicit instruction according to standards with learning targets. There will be Vertical PLCs and participation in district PLC groups.	StemsScopes which is aligned to Ky Academic Standards for Science using the 5 E research based instruction, collaboration with STEM resource teacher, present daily learning targets, provide varied activities with 3 dimensional aspects of Content, Practices, and Concepts.	Lesson Plans, PLC notes, assessments with feedback for mastery, rubrics and criteria	progress reports, PLC notebooks, lesson plans, walk throughs, student performance based on criteria, CEAs, TCTs	\$0
	Design and Deliver Assessment Literacy: Central Elementary will ensure validity of all science assessments based on standards and learning targets. Formative and summative assessments will be used to monitor student achievement and increase student achievement through effective feedback and additional instruction.	Provide daily attainable learning targets based on standards, use assessments that are valid, plan assessments according to learning targets, use classroom embedded assessments for monitoring and teaching, provide timely, effective feedback, provide multiple and varied opportunities	classroom assessments, Through Course Tasks, students' use of science and engineering practices based on success criteria	CEAs, TCTs, student achievement, progress reports, lesson plans showing congruency between instruction and assessments	\$0

3: Gap

Goal 3 (*State your Gap goal*): Central Elementary will decrease novice and increase Separate Academic Indicator to above the lowest 5% in the state over the next 3 years with increases yearly in disability gap group.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">• <u>KCWP 1: Design and Deploy Standards</u>• <u>KCWP 2: Design and Deliver Instruction</u>• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• <u>KCWP 4: Review, Analyze and Apply Data</u>• <u>KCWP 5: Design, Align and Deliver Support</u>• <u>KCWP 6: Establishing Learning Culture and Environment</u>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">• <u>KCWP1: Design and Deploy Standards Classroom Activities</u>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reduce Writing Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KPREP scores.	Design and Deliver Instruction and Assessment Literacy	Ensure congruency between standards, learning targets, and assessments, vertical curriculum mapping to identify instructional gaps, creation of intentional opportunities for effective feedback, student self assessment and goal setting, effective communication between all stakeholders with collaboration.	Lesson plans, PLC notes, internal portfolio, classroom assessments in writing and in content areas, mastery of learning targets, success criteria	Internal portfolio checks and reviews, classroom writing assessments, special education and regular ed teacher collaboration, lesson plans, walk throughs, student data notebooks, pacing guides, exit criteria, Universal assessments (K Brigance Screener, Exact Path, STAR), PLC notes, Student work samples, Pre-assessments, formative assessments, summative assessments, progress reports, report cards, self assessments, student and teacher reflections, parent conferences	\$0
Objective 2: Reduce Science Novices and increase proficiency to 52.6 in disability sub population by June 2019 evidenced by KRPEP scores.	Design and Deliver Instruction and Assessment Literacy	Ensure congruency between standards, learning targets, and assessments, vertical curriculum mapping to identify instructional gaps, creation of intentional opportunities for effective feedback, student self assessment and goal setting, effective communication between all stakeholders with collaboration.	Lesson plans, PLC notes, mastery of learning targets, success criteria, TCTs , CEAs	Through Course Tasks, Classroom Embedded Assessments, StemScopes, Formative assessments, Summative assessments, Lesson Plans, Walk Throughs, Class discussions, student and teacher work samples	\$0
Objective 3: Reduce Social Studies Novices and increase proficiency to 52.6 in disability	Design and Deliver Instruction and Assessment Literacy	Ensure congruency between standards, learning targets, and assessments, vertical curriculum mapping to identify instructional gaps,	Lesson plans, PLC notes, classroom assessments, mastery of	Formative assessments, Summative assessments, Lesson Plans, Walk Throughs, Class discussions, student	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
sub population by June 2019 evidenced by KRPEP scores.		creation of intentional opportunities for effective feedback, student self assessment and goal setting, effective communication between all stakeholders with collaboration.	learning targets, success criteria	and teacher work samples	

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*):

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5 (*State your Growth goal*):

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*):

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

7: Other (optional)

Goal 7 (*State your goal*):

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity:</i></p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					