2019-20 Bevins Elementary Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Bevins Elementary School
Amy Swiney
17275 East Big Creek Road
Sidney, Kentucky, 41564
United States of America

Last Modified: 12/03/2019
Status: Locked

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: 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?

School Size: As of December 3, 2019, 199 Kindergarten through Fifth Grade students were enrolled at Bevins Elementary School. An additional 34 Head Start students are also enrolled making the current total enrollment of 233 students. This is nine students less than what was enrolled one year ago. Range: Head Start through Fifth grade Schoolwide Title I School Location: 17275 East Big Creek Rd. Sidney, KY (Pike County School District). This is a rural, small-town community. Changes: Many jobs have been lost in our community due to the declining coal industry. Our enrollment has declined as well as an increase in the number of students classified as high poverty. We are losing an enrollment of about five students per year for the last three years. Since 2013, our enrollment is down by seventy-five or more students. Other changes include three brand new teachers who were hired to be on staff for the 2018-19 school year. In 2019-20, a brand-new Special Education teacher was hired as the former special education teacher replaced the job of the physical education teacher who retired. Special Education population: Currently, 16% of our Kindergarten through Fifth Grade population have been identified as having a disability and have current Individualized Education Plans. This is a 3% increase from last school year. Staffing: 1 full time administrator, 13 certified teachers, 2 special education teachers, 1 part-time guidance counselor, 1 media specialist, 1 part-time speech/language pathologist, 2 Head Start teachers and 3 Head Start assistants, 1 Family Resource coordinator, 4 custodians, 4 full time special needs assistants (and 3 full time substitute special needs assistants), 4 instructional assistants, and 2 office staff personnel. Our school is nestled in the heart of our community. The school was built in 1951. We have a strong Family Resource Center that services the needs of many of our economically disadvantaged students to help them overcome the non-academic barriers that students face. We have about 8% of our students being raised by grandparents. Our current free/reduced lunch rate is 70%.

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.

Vision: Bevins Elementary School—Simply the Best!Mission: Teamwork and a commitment to excellence will empower Bevins Elementary School to become “simply the best!”School Collective Commitments: We will honor the whole child by treating them with respect and care and attend to their social/emotional needs. We will foster a loving/nurturing/safe environment that allows all students to feel part of a school/class family. We will begin each day with optimism and enthusiasm. We will provide students with multiple opportunities to achieve mastery of goals and standards. We will celebrate successes! We will hold ALL students to high academic expectations and ensure the best educational decisions for each student regardless of background, label, or past experiences. We will make all students’ families feel welcome and valued. School Staff Collective Commitments: We will share each other’s challenges, successes, strengths, and weaknesses. We will be open to learning from our colleagues. We will establish and maintain respectful relationships with one another. We will provide quality instruction that adheres to the common core standards. We will follow the norms and collective commitments of the PLC to which we belong. We expect our students to be "simply the best" and we strive to provide them with the best instruction and intervention possible to ensure that every student masters the essential

standards for each content and grade level. We communicate this in all we do. All programs, as well as the master schedule, embody the expectation of learning. We protect the instructional time and make sure there is time for teacher collaboration and adequate time for intervention. We also reward our students and motivate them in various ways throughout the year. We take care of ourstaff which in turn helps us to take care of our students and be "simply the best!"

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.

Notable Achievements: 1) In 2018, our Kindergarten Readiness score according to the BRIGANCE screener, was 62.9%. This is 18.1% higher than our district average. 2) Since 2012, Bevins Elementary shared a Family Resource Center with another elementary school. We only had a coordinator two days a week. In August 2015, Bevins received a grant for a full-time Family Resource Center. Our new FRC has worked tirelessly on removing the barriers for learning that many of our economically disadvantaged students face. 3) We have two nationally board-certified teachers on staff. 4) Our student attendance has been at a high rate for the last three years; 95.25% for the 2015-16 school year, 95.33% for the 2016-17 school year, and 95.07% for the 2017-18 school year. Bevins Elementary has been the recipient of the state's High Attendance Day for small school division the last two consecutive years. 5) According to the 2017-18 K-PREP data, the percentage of proficiency in all content areas has increased. From 2017 to 1018, the percentage of students scoring proficiency in Reading on K-PREP increased by over 10%, math proficiency increased over 8%, and writing proficiency increased over 13%. In 2017, 13.6% of our students scored novice in Reading but in 2018, only 5.7% of our students scored novice in Reading. In math in 2017, our percent novice was 15.1% and that decreased to 9.5% in 2018. We saw the greatest reduction of novice in the area of writing. In 2017 12.2% of our students scored at the novice level in writing, but in 2018 only 1% of our student population scored novice in writing. In both 2015-16 and 2016-17, we met the novice reduction rate set by the state. When looking at 2018-19, K-PREP data, the following notable achievements were made. Our school is rated as three stars. We are 2.6 points away from being a four-star school. The proficiency indicator for reading and math was 79.0, which is a high rating. The Separate Academic Indicator rating was 72.6, which was also a high rating. We had no notable achievement gaps. Sixty-two percent of our students scored proficient or distinguished in reading while 63% of students scored proficient or distinguished in mathematics. . In looking at social studies proficiency on K-PREP the 2015-16 school year data shows 78% of students scored proficient or above. This increased to 87.8% proficiency in 2016-17. For the 2017-18 school year, only 50% of our students scored proficient or above on the K-PREP in social studies. This was a focus for the past school year, and we are happy to report that 81.9% of our students scored proficient or distinguished in social studies on the 2019 K-PREP assessment for social studies. 1) After analyzing the 2018 K-PREP data, we realize that separate academic indicators, particularly science and social studies are our greatest areas of improvement. Only 41.7% of our students scored proficient or above in science on K-PREP in 2018. The percentage increased from 41.7% to 44.8% proficient or distinguished in science on the 2019 K-PREP. While this is not a large increase, we did reduce the percentage of students scoring novice from 13.9% in 2018 to only 3.4% in 2019. Our goal is the keep the novice percentage low and to raise the proficient and distinguished percentage over the next three years. While our state goal is to be 52.3% proficient and distinguished by 2022, we are striving to be over 60% proficient. Writing also remains an area of improvement for our school. Only 50% of our students scored proficient and distinguished in writing on the 2019 K-PREP assessment, while 60% scored proficient or higher in 2018. In 2018, 2.5% of our students scored Novice in writing and this increased to 19.4% of students scoring Novice in writing for 2019. Science and writing remain the two three year focuses for our school. Our Professional Learning Communities (PLCs)

are centered on improvement in these areas. The greatest area of improvement for our school is with the growth indicator. Our indicator score is 54.6 which is in the low range. This is also a focus for our school as we have begun targeting specific groups of students and looking at ways to provide intervention and enrichment.

Additional Information

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

We are not a CSI/TSI School

Additional Information

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

I do not have any additional information to share at this time.

2019-20 Bevins Elem Phase One: Continuous Improvement Diagnostic for Schools_09162019_15:56

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Bevins Elementary School
Amy Swiney
17275 East Big Creek Road
Sidney, Kentucky, 41564
United States of America

Last Modified: 09/16/2019
Status: Locked

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31
- Progress Monitoring

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

Please enter your name and date below to certify.

Amy S. Swiney

2019-20 Bevins Elementary Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Bevins Elementary School
Amy Swiney
17275 East Big Creek Road
Sidney, Kentucky, 41564
United States of America

Last Modified: 10/31/2019
Status: Locked

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Bevins Elementary SBDM Council meets once a month. Data is reviewed and analyzed often as there is a student achievement agenda item each month. Also, the data is used to make school level decisions, including policies and purchases. Meeting agendas and minutes are documented by the secretary and kept on file in the principal's office. SBDM Council meeting notices are posted on the monthly school calendar and on our school Facebook page. All meetings are open to the public. The council members include: Amy Swiney- principal, Patsy Saros - teacher, Carolyn May - teacher, Sandy Merrill - teacher, Allison Blackburn - parent, and Kerra "Shae" Moe Deskins, parent. Bevins Elementary School Instructional Leadership Team (ILT) meets at least once a month. This team monitors the progression of the 45/45/90 day plan and Comprehensive School Improvement plan for our school. These plans drive the data analysis for our school. The team also leads our two vertical content PLCs. The ILT also progress monitors data for student achievement and helps make instructional decisions for school improvement. Meetings are documented with agendas and minutes uploaded to a team drive in Google Drive.The ILT for Bevins Elementary includes: Amy Swiney - principal, Danielle Masters - special education teacher, Jacki Baldwin - first grade teacher, Kim Hughes, second grade teacher, Suzi West and Sandra Merrill, third grade teachers and Nicole Kidd - fourth grade teacher. Data is reviewed frequently and thoroughly in our school on a regular basis. We have weekly content vertical PLCs made up of one teacher from each grade K-5 as well as one special education teacher. Reading/Writing/Social Studies PLC meets every Wednesday morning for one hour and Math/Science PLC meets every Friday morning for one hour. Data is analyzed weekly at those meetings as it is a standing agenda item to look at formative and summative assessments. Teachers use the data to drive instruction and determine RTI. Teacher bring in student work samples to analyze with their peers. Every teacher keeps a teacher data notebook where they monitor the mastery of standards. Students also keep student data notebooks where they track their progress on the mastery of standards and goals. Minutes and agendas from the weekly vertical PLCs are documented in a team drive in Google Drive. Also, annually we have a data day for staff to analyze state KPREP data (This year that was October 7, 2019). We use that data to set goals and develop plans for the year. We break down the data and look at individual student data. We create a hot list of students to target for intervention. We compare the KPREP data to MAP data and create documents to track progress throughout the school year. Lastly, grade level PLCs meet at least once per week. The master schedule is designed so that every grade has two - three days of common planning time to allow for grade level PLCs. Teachers frequently analyze grade level assessments during these PLCs. Three times per year, teachers analyze Measure of Academic Progress (MAP) data in their PLCs. This data is used to determine intervention groups and to set goals for each vertical content PLC's action plan. We hold a Title 1 Parent Involvement meeting each November to discuss K-PREP data with the community and families. Also, we have Open House in October after the first nine weeks where families may come and conference with the child's teacher(s) about their progress on MAP and classroom assessments. Data analysis is very important to the success we see at Bevins Elementary.

Current State

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

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Seventy-nine percent (79%) of our students scored proficient or distinguished in 2019 on KPREP in Reading, which is an increase of 1% from the previous year. Seventy-nine percent (79%) of our students scored proficient or distinguished in 2019 on KPREP in Mathematics, which is an increase of 11% from the previous year. At this time, there is not a discrepancy in the scores of gap group students on KRPEP when compared to scores of all students on KPREP in both reading and math. One concern is the percentage of students scoring novice in Writing on KPREP increased from 2.5% to 19.4%. In 2017, we were at 12% Novice in writing so our students have not been scoring consistently over the last three years in writing. In 2018, 13.2% of our students scored novice in science on KRPEP while in 2019 only 3.4% were novice. The number of students scoring proficient and distinguished in social studies on KPREP increased from 51.2% in 2018 to 64.9% in 2019. Non- Academic Current State: The average daily attendance (ADA) rate for the school year 2018-19 was 94.29%. We aim to be 95% or higher each year so we fail slightly short for this past school year. For the 2018-19 school year, the average attendance rate for classified instructional staff was 96%, which is a slight decrease of 0.5% from the previous year. For the 2018-19 school year, the average attendance rate for certified instructional staff was 94.6%, which is an increase of 3.2%. This was an area of focus for our school last year so we are pleased with the increase in teacher attendance. According the the 2019 Title 1 Parent Survey, 71% of our parents/families surveyed indicated they attended an event or parent conference at the school.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Writing, as evidenced by our 2019 KPREP scores, is our largest concern and a priority concern for this academic year. Only 48.6% of our students scored proficient and 0% scored distinguished in the area of writing on the 2019 KPREP assessment. Another concern is the percentage of students scoring novice in Writing on KPREP increased from 2.5% to 19.4%. In 2017, we were at 12% Novice in writing so our students have not been scoring consistently over the last three years in writing. The data shows that writing needs to be a school wide focus. For the 2019 KPREP assessment, our students' growth in reading and math was calculated from 3rd to 4th grade and 4th to 5th grade. While our ranking for proficiency in reading and math was rated High, our growth is rated as low. KPREP assessment data shows our students are not making adequate growth from year to year in the areas of reading and math.

Trends

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

Separate academic indicator areas, such as science, social studies, and writing are the is the area that remains a trend in our academic progress. These separate academic indicator areas are the focus for school wide improvement. In looking at two year data trends on the 2018 and 2019 KPREP assessments. When looking at the separate academic indicator areas, - 39.4% of students in 2018 scored proficient in science while 44.8% of our students scored proficient in science in 2019. - 58.6% of students in 2018 scored proficient in writing, while only 48.6% of our students scored proficient in writing in 2019. Science and writing are the two areas for improvement in our school.

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Last year, our area of focus was KCWP 1: Design and Deploy standards with the Next Generation Science Standards. Much of that work was accomplished. As stated above, science continues to be an area of focus for our school despite making great improvement. This year we will focus our science work on KCWP 3: Design and Deliver Assessment Literacy. The Instructional Leadership Team will examine walkthrough data looking at the science practices used in the classroom and the science assessments given in grades K-5. The principal and the fourth grade science teacher will participate in a science leadership academy to help coach teachers on how to design assessments. These strategies will be implemented in vertical PLCs to monitor the validity of the science assessments given in grades K-5. Also, PLCs will work to ensure the congruency of learning targets to the NGS standards. While much work was spend in the previous year aligning the NGS standards vertically, this year will focus more on deconstructing those NGS standards for laser focused instruction at each grade level. Teachers will work in PLCs on the type of feedback to give students in science and how to track the mastery of NGS standards in the student data notebooks. For writing, we are going to focus on KCWP 1: Design and Deploy Standards. Our Tier 1 instruction in writing will be designed to include school wide writing strategies. This will ensure congruency among standards and targets as well as writing assessments. Through PLCs, teachers will revise the vertical alignment and school wide writing plan. The implementation of this plan will be monitored by the School Instructional Leadership Team. Teachers will also work in PLCs on ways to increase cognitive engagement in writing. Lastly, each grade level will provide Tier 2 and Tier 3 intervention for writing.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

A strength for our school is student attendance. Our goal is to be 95% or above on our average daily attendance (ADA). For the 2018-19 school year, our ADA was 94.29%. For 2017-18, 2016-17, and 2015-16 school years, our ADA was between 95.07% and 95.25%. Our student attendance remains a strength for our school. Based on the 2019 KPREP assessment data, our school was recognized by the state at having high proficiency in all academic areas. We have 79% of our students scoring proficient or distinguished in reading and math. While the proficiency in our separate academic indicators is not as high as we would prefer it to be, we still have a rating of high for proficiency in SAI. Around 54% of our students are scoring at the proficiency level for separate academic indicator areas of social studies, writing, and science. According to the 2019 KPREP assessment data, we have not significant gaps in area academic area for our subgroups of students.

2019-20 Bevins Elementary Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Bevins Elementary School
Amy Swiney
17275 East Big Creek Road
Sidney, Kentucky, 41564
United States of America

Last Modified: 12/20/2019
Status: Locked

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

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

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

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

I have attached the 2019-20 Achievement Gap Group Spreadsheet for Bevins Elementary. I used the Student Listing file and sorted by the various demographic groups. I listed them and added the total number of students in each group. I then divided those numbers by the total number of students tested in third, fourth, and fifth grades (103) to get the percentages. (see attachment)

ATTACHMENTS

Attachment Name

2019-20 Bevins Elem Achievement Gap Groups

II. Achievement Gap Analysis

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

Our school has always had a large number of students in the demographic group of white and this year is no different. Due to the decline in the coal industry, our number of students in the economically disadvantaged group has consistently been high as well over the years. Our Family Resource Center steps in to help remove the non-academic barriers to learning that many of our students face helping us close the achievement gap for these students. We have low parent involvement and this can be contributed to the high percentage of economically disadvantaged students. Regardless of these challenges, our school climate remains one of high achievement and high expectations. We strive to build relationships with the students and parents in a safe school setting. For a small school, we have a high percentage of disability students with IEPs. We now have two full-time special education teachers to serve the students with disability IEPs.

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

Looking at the most recent assessment data, the only group where the gap is closed is with our white students in reading and math. There is a 0.1 point difference in the reading score of white students compared to all students in reading. There is a 0.9 point difference in the mathematics score of white students compared to all students in mathematics.

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

When looking at the 2018 and 2019 K-PREP state assessment data, the gaps where our school has shown improvement is with economically disadvantaged students in writing, math, and science on the K-PREP assessment. In 2018, the gap difference between all students and economically disadvantaged students' performance in writing was 14.6. This gap narrowed to a 7.1 difference in 2019, which is the greatest gap improvement we have shown over the past two years. In 2018, the gap difference between all students and economically disadvantaged students' performance in math was 5.2. This gap narrowed to a 4.5 difference in 2019. In 2018, the gap difference between all students and economically disadvantaged students' performance in science was 8.4. This gap narrowed to a 7.3 difference in 2019.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Gaps with the economically disadvantaged students have lacked progression and regressed in the areas of reading and social studies on the K-PREP assessment. In 2018, the gap difference between all students and economically disadvantaged students' performance in reading was only 1.2. This gap increased to a 5.1 difference in 2019. In 2018, the gap difference between all students and economically disadvantaged students' performance in social studies was only 1.6. This gap increased to a 9.6 difference in 2019. In 2018, students with disability IEPs scored higher in proficiency in all areas assessed on K-PREP, but in 2019 students with disability IEPs regressed and scored lower in proficiency in all areas assessed on K-PREP.

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

According to K-PREP data, there are no significant gaps in our student subgroup populations; however, we have implemented a Response to Intervention plan for our school. See the attached RTI process for how we are targeting the achievement gaps. The gap wecurrently have is with our economically disadvantaged students and students with disability IEPs. We do not have the staffing for afull-time interventionist in both reading and math. We use ESS funds, which is very minimal, to provide some day time and after school tutoring in the areas of reading. We have an AmeriCorp daytime math tutor, but the grant specifies she is only to work with struggling students in mathematics in grades 3-5. Staff and lack of funding are the two major conditions that have prevented our school from closing the achievement gap with our economically disadvantaged students. We had a 3% increase in the number of students with disability IEPs from 2018 to 2019. As students fail to make progress with intervention, they often are referred for special education evaluation.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

See the attached RTI Process, which is the plan for our school to narrow the achievement gap. SBDM Council members receive monthly updates. Members include Amy Swiney, chairperson/ principal, Carolyn May, Sandy Merrill, and Patsy Saros, teacher representatives, and Allison Blackburn and Shae Deskins, parent representatives. The Bevins Elementary School Instructional Leadership Team (ILT) meets monthly to receive the data and progress of the RTI plan, 45/45/90 day plan and the action plans of both the ELA/SS and Math/Science vertical PLCs. Those members include Amy Swiney, principal, Danielle Masters, special education teacher/Building Assessment Coordinator, Jacki Baldwin, primary teacher (math/science PLC representative), Nicole Kidd and Suzi West, intermediate teachers (math/science PLC representative), Kimberly Hughes, primary teacher (ELA/SS PLC representative), Sandy Merrill, intermediate teacher (ELA/ SS PLC representative). All of the above members, with the addition of Family Resource Coordinator Sandy Harrison, make up the school's CSIP planning committee. See the attached action plans for both the ELA/SS and Math/Science vertical PLCs.

ATTACHMENTS

Attachment Name

- 2019-20 Bevins Elem 45/45/90 Day Plan
- 2019-20 Bevins Elem Math PLC Action Plan
- 2019-20 Bevins Elem Reading/Writing/SS PLC Action Plan
- 2019-20 Bevins Elem Science PLC Action Plan

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and

improvement plans for those schools will be subject to review and approval by KDE.)

See the attached 2019-20 Professional Development Plan for Bevins Elementary School. Since a huge percent of our students in third, fourth, and fifth grades qualify for free/reduced lunch prices, we are targeting this population. There is a discrepancy in the performance of all students and those students who are economically disadvantaged in all subjects. Mindset training and Kagan workshops were added to help teachers in closing the gap with our economically disadvantaged students. Every teacher will visit Carter County Schools (a model school district recognized by KDE) to learn strategies and resources to implement to help narrow the achievement gap and increase proficiency in both reading, math, writing, and science.

ATTACHMENTS

Attachment Name

2019-20 Bevins Elem PD Plan

III. Planning the Work

Closing the Achievement 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).

By May, 2022 Bevins Elementary School will increase the percent of disability students with IEPs scoring proficient/distinguished in:•Mathematics from 50% to 56.8%•Reading from 56.3% to 62.3%By May 2022, Bevins Elementary School will increase the percent of Economically Disadvantaged students scoring proficient/distinguished in:•Mathematics from 58.5% to 64.2%•Reading from 56.9% to 62.8%•Science from 37.5% to 46%•Social Studies from 57.1% to 63%•Writing from 42.9% to 50.7%

Closing the Achievement 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 attachments

ATTACHMENTS

Attachment Name

2019-20 Bevins Elem CSIP

Measurable Gap Goal Bevins Elem

Attachment Summary

Attachment Name	Description	Associated Item(s)
2019-20 Bevins Elem 45/45/90 Day Plan		• II.F
2019-20 Bevins Elem Achievement Gap Groups	This is the completed spreadsheet of the 2019-20 gap groups at Bevins Elementary.	• I
2019-20 Bevins Elem CSIP		• III
2019-20 Bevins Elem Math PLC Action Plan		• II.F
2019-20 Bevins Elem PD Plan		• II.G
2019-20 Bevins Elem Reading/Writing/ SS PLC Action Plan		• II.F
2019-20 Bevins Elem Science PLC Action Plan		• II.F
Measurable Gap Goal Bevins Elem		• III

2019-20 Bevins Elementary Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Bevins Elementary School
Amy Swiney
17275 East Big Creek Road
Sidney, Kentucky, 41564
United States of America

Last Modified: 10/14/2019
Status: Locked

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.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ● **Yes**
- ○ No
- ○ N/A

Title I Schoolwide Programs

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

Title I Targeted Assistance School Programs

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

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

- ○ Yes
- ○ No
- ● **N/A**

All School Programs

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

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)