2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09042019_07:30

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mary Huss
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

Last Modified: 09/04/2019
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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.

Mindy Coleman 9/5/19

2019-20 Phase Two: The Needs Assessment for Schools_10102019_13:06

2019-20 Phase Two: The Needs Assessment for Schools

Kenton Elementary School
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Attachment Summary

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/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?

Data is reviewed, analyzed and applied at the school level at each grade level. This process begins with the teaching staff. There are weekly PLC meetings which include regular education and special education teachers. Data is also reviewed at weekly MTSS meetings(which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). Along with embedded bi-weekly professional development session based on students data trends and needs, there is also a three hour professional development session held after school. Results are provided to the SBDM Council members and made public to the community through individual student reports and school newsletter. SBDM Council meets once per month, or more on an as needed basis. SBDM Council will review data on October 28, 2019. Meets are documented with minutes.

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.

Data Source presented is KPREP. Overall proficiency score is at 84.1, overall separate indicator score is at 80.3 and over all growth score is 64.2 for the 2018-2019 school year. -67.3% of all students reached proficiency on the 2018-2019 Reading KPREP. This is 4.15 over the district average and 12.7% over the state average. - 65.7% of students reached proficiency on the Math KPREP. This is 5.5% over the district average and 17.1% over the state average. 76.2% of students reached proficiency on the writing KPREP. This is 16.4% over the district average and 29.6% over the state average. -71.4% of students reached proficiency on the social studies KPREP. This is 3.6% over the district average and 18.4% over the state average. -39.8% of students reached proficiency on the Science KPREP. This is .4% below the district average and 8.1% above the state average. -Attendance rate was 96.6%-Free and Reduced lunch 43.8%

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.

This year 45% of Kindergarten students scored ready with intervention on the BRIGANCE assessment. In reading, the percentage of fifth grade novice students with disabilities is 10.2% more the district average. In math, the percentage of fifth grade novice students with disabilities is above the district average by 8.8% . Overall percentage of GAP (economically disadvantaged) novice students decreased in the area of math, the percentage of apprentice gap students in the area of economically disadvantaged increased by 2.3%.

Trends

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

Using KPREP data, The overall percentage of novice students in the area of social studies continues to increase by .6%. The number of novice students with disabilities continues to grow in the area of writing with a 9.5% increase from the previous year. Our Brigance data does show our kindergarten students did enter with the lowest percentage of students not- ready in past four years, at 45% not ready for Kindergarten according to the BRIGANCE assessment. This is a 7% increase of students not ready for Kindergarten from the year prior. Over the past three years, the overall math score has increased 10.8 points. Also, in math, the percentage of students with disabilities that are proficient and distinguished has increased 23.8% and the free and reduced lunch population proficient and distinguished has increased 13.9%. Fourth grade reading overall scores is at its highest point over the last three years at 64.5% proficient/distinguished students. The Overall writing score increased by 13.4, but the percentage of novice students with disabilities in writing has increased over the last three years by 10.%.

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

KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of instruction. Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, engaging (Kagan strategies, Accountable talk, whole brain learning strategies lessons that promote collaborative learning), and a focus on formative assessments that are aligned to the correct grade level standards and learning targets. These lessons will help all students make growth throughout the school year. Growth will be discussed at weekly PLC meetings and weekly MTSS meetings. Our main focus is to help students make growth throughout the school year. In order to help this population make growth, teachers will triangulate data (progress monitoring data, MAP data, formative assessment data) to create individual plans on how to help these students reach grade level expectations. These plans will be monitored throughout the school year to determine mastery on each standard.

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%.

The overall writing score increased by 13.4% from the previous year. The percentage of proficient/ distinguished students in the area of reading increased 5% from the previous year. The percentage of proficient/distinguished students in the area of math increased 3.1% from the previous year. In Social Studies, the percentage of gap students has decreased by 11.2% from the 2017-2018 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances_10102019_13:06

2019-20 Phase Two: School Assurances

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2019-20 Phase Two: School Assurances

2019-20 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.

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

2019-20 Phase Three: Executive Summary for Schools_11132019_08:20

2019-20 Phase Three: Executive Summary for Schools

Kenton Elementary School
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11246 Madison Pike
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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?

Kenton Elementary School is one of 11 elementary schools in the Kenton County School District, located in Northern Kentucky. The school is situated in the county seat of Independence. Kenton Elementary currently has an enrollment of 613 students, Pre-school through 5th grade. We have approximately 36 certified staff members, and 17 classified support staff. Our student population encompasses approximately 43.8%percent free and reduced lunch students and 6.6 percent students with disabilities. We have a very dedicated and committed group of staff members and active parent involvement. Our positive support programs is based on the "Wildcat" expectations. These expectations are taught throughout the school year and students are rewarded for following the "Wildcat" expectations. Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, Cheerleading, Energy Wise Team, Gardening Club, Volleyball, Bowling, Girls on the Run, Basketball, Honor Chorus, Art Club and STEAM team.

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.

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success.The mission of Kenton Elementary School is to provide a supportive, proactive wnvironment in which students can reach their fullest academic and social potential. and grow to become responsible productive members of socitey. At Kenton Elementary school we believe that all students can reach their academic goals. We hold all students to high expectations in academic performance through RTI (response to intervention), personalized learning and the prep and prep + programs. Also, behavior expectations through our "Wildcat" expectations, SEL(social emotional learning) program Choose love. We also believe that our parents play a key role in their child's education, so we have many programs throughout the year to incorporate parents, such as, Math and literacy family nights, parent teacher conferences and Readifest. Our Family Resource Coordinator also plans activities for families, such as All Pro Dads, Veteran's Day program and parent cafe meetings.

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.

According to the 2018-2019 KPREP, Kenton Elementary is a four star school. The overall KPREP score is in the top 10% if the state. The overall proficiency score is in the top 20% in the state. Our writing score is in the top 5% of the state. The percentage of proficient/distinguished for all students exceeded the state average in all tested areas. We continue to strive to close the GAP for our students with disabilities. According to the 2018-2019 KPREP, the percentage of 3rd grade novice students with disabilities in math increased 9.9%, the percentage of novice gap students with disabilities in fourth grade reading increased 5.1%., and the percentage of 5th grade novice students with disabilities increased 1.9%.

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.

None

Additional Information

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

Kenton Elementary School is dedicated to the social emotional well-being of our students. Teachers use a curriculum, Choose Love, to implement lessons in the large and small groups. We have been working with district staff to give teachers strategies to implement in the classroom.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11132019_09:11

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

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

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A

ATTACHMENTS

Attachment Name

Kenton Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
Kenton Elementary		•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

1. There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
2. The required school goals include the following:
    1. For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
    2. For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(i.e. *Six Sigma, Shipley, Baldridge, etc.).*				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase combined reading and math proficiency from 66.5% P/D students in 2019 to 81.25% of students P/D rate in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading proficiency from 67.3 % P/D to 71.0% P/D in October 2020.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0

Goal 1 (State your proficiency goal.): *Increase combined reading and math proficiency from 66.5% P/D students in 2019 to 81.25% of students P/D rate in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures and MAP data	Weekly reading data to determine P/D percentages of students. Weekly MTSS meetings Weekly PLC meetings	0
Objective 2: Collaborate to increase math proficiency from 65.7% P/D to 69.4% P/D in October 2020.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students. Weekly PLC meetings Weekly MTSS meetings	0

Goal 2 (State your separate academic indicator goal.): *Increase combined separate academic indicator score from 54.8% students at P/D in 2019 to 77.4% students at P/D in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase combined separate academic indicator score from 56.4%P/D to 61.65% by October 2020.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings Planning of monthly scrimmages	0
		Vertically align and implement Science Standards through Project Lead the Way.	Learning Walks Lesson Plans Science Assessments	Feedback from classroom walks Science assessment data	

Goal 3 (State your achievement gap goal.): *Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading from 45.7% P/D to 50.7% P/D by October 2020.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data from Read 180 by-monthly. Data graphs for watch listing of students, including those performing in the novice and apprentice areas. Weekly PLC meetings	$500
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas. Weekly PLC meetings	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in reading. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC and SBDM committees to support reading for all students.	$1,400

Goal 3 (State your achievement gap goal.): *Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referrals to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals	0
Objective 2: Collaborate to increase math from 39.1% P/D to 44.1 % P/D by October 2020.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data collected monthly for math. PLC Meetings MTSS Meetings	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in math. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0

Goal 3 (State your achievement gap goal.): *Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC and SBDM committee to support math for all students.	$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referral data to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals	0
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0

Goal 4 (State your growth goal.): *By 2023, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 67.20% in Spring 2019 to 74.6%, and for math from 66.5% in Spring of 2019 to 74.8%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 67.20% in Spring of 2019 to 69.20% by Spring of 2020.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from DIBELS	$500
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from DIBELS	$500
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly DIBELS	0
Objective 2: Collaborate to increase math percentages of students achieving growth in MAP percentiles from 66.5% in Spring of 2019 to 70.5% by Spring of 2020.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from AIMSWEB	$100
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies,	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from AIMSWEB	$100

Goal 4 (State your growth goal.): *By 2023, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 67.20% in Spring 2019 to 74.6%, and for math from 66.5% in Spring of 2019 to 74.8%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SMART goal measurement, and progress monitoring checks.			
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly AIMSWEB	$100

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11132019_09:10

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Kenton Elementary School
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Independence, Kentucky, 41051
United States of America

Last Modified: 12/09/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

?019-20 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.

See Attachment

ATTACHMENTS

Attachment Name

Achievement Gap Spreadsheet

II. Achievement Gap Analysis

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

Staff members at Kenton Elementary are aware of the two GAP populations that are a part of our accountability model, Free and Reduced lunch students and students with disabilities. While Kenton is no longer classified at TSI school, students will disabilities are still our area of focus. Embedded PD, PLC meetings, staff meetings and professional development sessions in the summer and throughout the school year center on helping to meet the needs of our GAP population, specifically the students with disabilities. The administrative team meets with teachers weekly to analyze data for all students, with a focus on student with disabilities. Progress towards IEP goals and progress towards grade level proficiency determine plans for remediation, small group instruction that is differentiated, and placing GAP students in research based interventions, if needed. High expectations are set for all students. This is a very inclusive culture where all staff embrace all students from any background and/or presenting any diverse need.

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

Both GAP groups (students with disabilities and free and reduced lunch) made more growth in math and reading than the total school population, with 100% of students with disabilities making growth in math. Students with disabilities grew 4.8% over the total population and the free and reduced lunch population was 11.2% over the total population. In reading, students with disabilities made 7.9% and our free and reduced lunch students made .9% more growth than the total student population The free and reduced population outscored the state proficient distinguished percentage in both writing and social studies.

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.

In the area of reading, the percentage of proficient/distinguished free and reduced students is above the state average by 3%. This is an increase of 11% over the past school year. Also, the percentage of proficient/distinguished students with disabilities did not reach the state average the percentage increased 19.3% over the past two years. In math, the percentage of proficient/ distinguished students with disabilities increased 16.7% from the previous school year which closes the GAP between students with disabilities and the total population 26.4%. While the gap is not fully closed in the areas of social studies and writing, the percentage of P/D students in both GAP groups (students with disabilities and free and reduced lunch) has increased over the past two years.

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

The percentage of proficient/distinguished students with disabilities decreased in science by 7.8%. The overall percentage of novice students in the area of social studies has increased by .06%. In Math, the percentage of 3rd grade novice GAP (Students with Disabilities) increased 9.9% from the 2017-2018 school year. In Reading, the percentage of 5th grade novice GAP (Students with Disabilities) increased 1.9% from the 2017-2018 school year. In 4th grade Reading, the percentage of overall novice students increased 5.1% from the 2017-2018 school year.

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

The GAP population (economically disadvantaged students) continues to grow. The percentage of free and reduced lunch is 40%. This means the percentage of Kenton Elementary students living in poverty continues to grow. Over half of the student population is considered Gap (free and reduced lunch and students with disabilities). Even though Kenton Elementary is school wide Title I, funding continues to be an issue when buying supplies and hiring staff. At times, family and community support is a barrier. The staff at Kenton plans many events throughout the school year to involve families, and there is not always good participation at these events.

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.

All staff members are involved in continuous improvement and the planning process weekly to close the gap with planning completed through the instructional component of PLC meetings. Staff members are involved in committee work that focuses on closing the achievement gap. Other groups with parent representation that help with closing the achievement gap are: FRC Advisory Council, PTA, and various committees governed by the SBDM Council. SBDM Council has played a role in working closing with the CSIP development and approval. Several meetings this school year have been devoted towards key work in developing the school CSIP. Members of the SBDM Council are: Kim Spille, Marci New, Lisa Reynolds, Heather Monhollen, Rachel Wade, Kenny Schroeder and Mindy Coleman

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.)

Board of Education meeting minutes from May of 2019 provided approval for the school PD plan. PD focused on Quality Cycle of Instruction and overall instructional practices, with a focus on lesson implementation aligned with standards, this includes vertical alignment practices. Teachers will also participate in PD sessions on co-teaching strategies. PD also focused on mental health and PBIS supports. Data analysis is also a large portion of the PD plan. Teachers also have the opportunity to participate in technology based PD. Title I funds do support gap students in the area of math. A math primary interventionist works with small groups for math RTI daily. They are also used to purchase resources for Title I students. ESS funds are utilized to support incoming kindergarten students. Kindergarten students have the opportunity to participate in a six week summer program as a support for school readiness. ESS plan was approved by the Board of Education and Superintendent in November 2019.

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).

Increase combined reading and math for students with disabilities from 42.4% P/D students in 2019 to 62.2% P/D students in 2023. Objective 1:Collaborate to increase reading from 45.7% P/D to 50.7% P/D by October 2020. Objective 2:Collaborate to increase math from 39.1% P/D to 44.1 % P/D by October 2020.

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 Attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Spreadsheet		• I
Gap Group Planning		•

Gap Group/Total number of students	Percentage of Total School Population
White/ 562	90.65%
African American/10	1.61%
Hispanic/19	3.06%
Asian/3	0.48%
American Indian or Alaska Native/0	0%
Native Hawaiian or Other Pacific Islander/0	0%
Two or More Races/26	4.19%
English Learners/7	1.13%
Free/Reducted/252	40.65%
Diability with IEP/99	15.97%