



2021-22 Bonnieville Phase One: Continuous Improvement
Diagnostic for Schools_09142021_11:49

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Bonnieville Elementary School
Georgia Bryson
7874 N Dixie Hwy
Bonnieville, Kentucky, 42713
United States of America

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2021-22 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 2021-22 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
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Dr. Georgia B. Bryson 9/28/21



2021-22 Bonnieville Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

Bonnieville Elementary School
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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

After reviewing K-PREP data, Bonnieville School conclusions our focus areas for our school improvement continue to be in the areas of reading and math. The stakeholders analyze test data to identify trends, strengths and areas of concern. Moreover, after reviewing the previous year's Title 1 Parent involvement Survey, it is noted communication between school and home has improved; however, staff continues to include communication as an improvement goal. Based on the data analyzed, as well as continuous program evaluation, and Proficiency Delivery Targets. Both the elementary and the middle grades are classified as proficient per state accountability profile. After reviewing the Universal screener data from Star

math and Star reading, we have implemented a COVID Gap Reduction Teacher/ESS Day Time Waiver teachers and we have our related arts teachers conducting RTI with our students. We also hired an Instructional assistant to work individual students. Our school participated in vertical PLC to assess the levels that students were coming into the current grade level. We gave the first round of universal screeners (Star Assessment) in Aug. Our team decided to give quarterly assessments to track the progress and needs for all students. During our weekly PLC, we will look at data, implement Best Practices and look at student work to plan next steps for all students.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our school has seen a decrease in Proficient and Distinguished. Students receiving RTI continues to be a concern of our faculty we notice trends with our gap groups continue to perform below non-gap groups

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Elementary Reading 58.4% on state's assessment which is up 4.3% from last year, however, 5.1% below the District and 3.8% above the state (56% scoring P/D).
Elementary Math 40.3 % on state's assessment which is up 1.4% from last year, however, 5.6% below the District and 8.3% below the state (39% scoring P/D).
Middle School Reading 59.4% on state's assessment which is up 5% from last year and we are above the District by 5%, yet just below th

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

9.1 %of students in non-duplicated gap for middle school students scored below proficiency on KPREP test in reading and math. 52.9% of the non-duplicated gap for elementary students scored below proficiency on KPREP test in reading and math. Consistent student attendance will help close the gap for middle school non-duplicate gap for math and reading in the middle school

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Strengths/Leverages 5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above. Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math. middle school students scored below proficiency on KPREP test in reading and math. 52.9% of the non-duplicated gap for elementary students scored below proficiency on KPREP test in reading and math. Consistent student

attendance will help close the gap for middle school non-duplicate gap for math and reading in the middle school

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Our District and school have worked to align curriculum maps, resources, PLC, and Professional development to increase continuity throughout our county. Our school's PLC teams meet to discuss trends, data, instructional practices, and next steps for students. All staff participate in providing RTI for students. Students know where they are in their learning and they know: What they are learning (Standard) Why is this important (Big Idea Connected to Real World) and How will I know if my work is good (Rubric/Scoring Guide). Content areas align what is being taught to increase student retention. For example: Art/Language Arts/Social Studies all have a a common thread to help a learn be exposed to content in different ways and seven times to help increase retention of material. Assessment and reteaching takes place to ensure that students retain the content.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: BV Comprehensive School Improvement
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2020-2021 Phase Three: Comprehensive School Improvement Plan

Bonnieville Elementary School
Georgia Bryson
7874 N Dixie Hwy
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2020-21 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

Our school has participated in two major grants to help increase literacy in all grade levels. Both the Striving Reading Grant, The Writing Project Grant, Read to Achieve grants all provided resources and training of Best Practice and Thoughtful Ed strategies. We also applied for a Daytime Waiver for our Extended School Services to help all students with tailored differentiation for students. We also have common PLC team meetings and we hold vertical alignment meetings. Our district has also aligned PLC to create common curriculum maps for each content level, which helps closed gaps in students learning when they move horizontally within our district. We are applying for 21 Century Grant and Kentucky Comprehensive Literacy Grant to close reading and math achievement gaps.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Bonnieville Phase Three: Executive Summary for
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2021-22 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?

Bonnieville School is located in rural Hart County, Kentucky. The school consist of 325 students Pre-school through 8th grade school. The faculty includes a principal, counselor, media specialist, fourteen classroom teachers, two a half special education teachers, a reading recovery teacher, music teacher, two instructional assistants, and a district support staff. Moreover, there are four volunteers, who work each day of the school calendar to ensure success for the school. There are several other parents who volunteer in other areas in the school, as well. Parents and community members contribute valuable time and resources.

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.

Mission Statement: ENGAGE, EQUIP, and EMPOWER each child to achieve their full potential. Attitude, Attendance, and Academics. Motto: Success Starts Now Vision Statement: The mission of Bonnieville School is to provide ALL students with academic and social skills needed to become lifelong learners.

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.

*Principal earned her Doctorate in Educational Leadership, National Board Certified Teacher, and KY Women In Educational Leadership. Also serves on the KASA School Safety Committee. *Two Hart County Chamber of Commerce "Teacher of the Year Awards" *Three National Board Certified Teachers

Additional Information

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

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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