

## 2017-2018 KDE Continuous Improvement Diagnostic

### KDE Continuous Improvement Diagnostic

**Boston Elementary School**

Carolyn S Lawson  
3291 Highway 1804  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018

Status: Locked

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Carolyn Lawson, Principal Tiffany Leach, SBDM Parent Representative Tabitha McNealy, SBDM Parent Representative Chris Johnson, Teacher & SBDM Teacher Representative Mary Haddix, Teacher & SBDM Teacher Representative Heather Roaden, Teacher & SBDM Teacher Representative Amy Walters, Teacher Heather Clear, Teacher Tammy Fuson, Teacher Genia Rose, Teacher Barbara Lawson, Teacher Janel Cupp, Teacher Crystal Smiddy, Teacher Christie Bowlin, Teacher Michael Clemens, Teacher Ginger Downs, Teacher Lucinda Daniels, Teacher James Burke, Teacher Eugenia Dunn, Teacher Sonya McNeil, Teacher Janna Patrick, Teacher

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Strengths that were identified: \* School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their child's learning. \* School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone, e-mail contacts, offering parent conferencing,..) \* Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.

### **COMMENTS**

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Critical areas for improvement that were identified were: \* Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed on the strategies but do not receive training on how to use those strategies or how progress will be measured. \* School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning. \* School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.

### **COMMENTS**

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

Action steps that will be taken to address the critical areas for improvement are as follows: To address our first and second critical areas: Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed on the strategies but do not receive training on how to use those and School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning; we plan to host parent workshops during our Family Reading Nights. During the parent workshops, we will meet with the parents, provide them with several strategies to address the needs of their student, and we will train the parents how to implement that strategy with their student. We plan to do this several times throughout the school year. To address our third critical area: School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request; we will collaborate more closely with our Family Resource Center to create a directory for parents listing community agencies that are available to offer assistance with student needs. In addition, we will create a parent corner in our front office area where information will be posted and made available to parents.

### **COMMENTS**

Please enter your comments below.

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**Part II**

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

Upon analyzing the TELL Kentucky Survey, Teacher Leadership and Managing Student Conduct are two areas that have been identified as areas for improvement. Addressing the area of Teacher Leadership is important. In order for our school to be successful, our teachers need to be a vital part of school leadership and decision making process. Ways that we can begin to improve in this area include: diversifying and making available to teachers the opportunity to participate in leadership roles. For example, establishing committees that will allow teachers to display their leadership abilities. Provide teachers the opportunity to influence decision making in the school. This can be accomplished in a variety of ways: teacher attendance at SBDMC meetings which will allow them to directly have input on school decisions, discussions about upcoming school decisions during PLC meetings, and regularly scheduled teachers meetings to keep everyone on the same page and to ensure that everyone has a shared vision for our school. Addressing the area of Managing Student Conduct is crucial to ensure that our school has an environment that is both orderly and successful. To accomplish success in this area, school administrators with the input from all teachers will revisit and revise the school rules. Once a list is collaboratively agreed upon the conduct expectations will be posted around the school and in all student binders; school administrators will incorporate student conduct issues during PLC meetings to ensure that conduct concerns are discussed and addressed.

**COMMENTS**

Please enter your comments below.

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## Part III

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

The school will engage a variety of shareholders in the development of a process that is truly ongoing and continuous. We will communicate with shareholders in a variety of ways (Class DoJo, Blackboard connect, texts on the Remind App, Facebook, school newsletters, email, etc.) to encourage their participation in SBDM, PTO, Family Reading and Math Nights, Transition meetings, Parent-Teacher conferences, Family Resource events, Special school events, etc.). Through discussions and dialogue during these meetings and school events, we will be engaging our shareholders and stakeholders. We will also utilize parent surveys to solicit shareholder input, ideas, concerns, and suggestions that pertain to our school and community. Stakeholders are informed of their roles depending on the setting of our collaboration. For example, if our venue is a SBDM meeting, then stakeholders either serve as a parent representative or as a member of the meeting audience. If our setting is a parent workshop or conference, the shareholder role would be that of an educational partner working with the school staff to ensure student and school success. The schedule for the SBDM council meetings and events are established to ensure that the parents have ample opportunity to participate.

### **COMMENTS**

Please enter your comments below.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

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## CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

### Equitable Access to Effective Educators School Diagnostic

#### Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Equity Data Analysis indicates that we currently have 2% of our student body identified as Minority Students, with 0% English Learners. In addition, 82.3% of our student body is identified as 'Students experiencing Poverty (Free/Reduced lunch status). Another note-worthy item identified during analysis is that 32.8% of our student body is classified as 'Students with Disabilities'. We also learned that we have had an increase in the percentage of students identified as Gifted and Talented (from 10.4% in 2015-2016 to 17.2% in 2016-2017).

### **ATTACHMENTS**

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#### Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Barriers to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school are professional learning and that only 78.9% of the teachers feel that the school administrators supports teachers' efforts to maintain discipline in the classroom. Professional learning for teaching students of poverty is a barrier for our school. The vast needs of students of poverty are so diverse and broad that it is difficult to meet all those needs in just one setting. While our district does an excellent job of providing a variety of professional learning opportunities, it is often hard for teachers to participate in all the sessions that they feel will address the needs of all their students. In additions to professional learning, only 78.9% of the teachers agree that the school administrators support teachers' efforts to maintain discipline in the classroom. This was reported on the 2017 TELL KY survey.

### **ATTACHMENTS**

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#### Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

\*\*\*Goals should be set high enough to encourage and inspire increased effort while still being attainable.

**NOTE:** Attachments Optional

CSIP Goals: Goal 1 (Professional Learning) - Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 65.7% in 2016 to 69.3% in 2019.  
Goal 2 (TELL KY Survey) - Increase the percentage of teachers who agree that the school

administrators support teachers' efforts to maintain discipline in the classroom from 78.9% to 80.0%.

## **ATTACHMENTS**

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### Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

\*\*\*The purpose is to ensure that equitable access to effective educators is incorporated into school planning.


**NOTE:** Attachments Optional

Goal 1 (Professional Learning) Strategy 1: PLC (Professional Learning Community) Classroom teachers will collaborate with the principal, colleagues, and district instructional coaches/staff in PLC meetings. Data analysis will be an essential component of PLC meetings. The information obtained from the analysis and constant review of student performance will directly impact the professional learning that is best suited for teaching students of poverty. Activity 1: Job embedded professional learning opportunities will focus on instructional strategies for teaching students of poverty. Goal 2 (TELL KY Survey) Strategy 1: Discipline Support Administrators will collaborate with teachers to improve school wide discipline support. Activity 1: Create a discipline/behavior committee that will consist of teacher representatives that will focus on discipline/behavior concerns. Activity 2: Develop and implement a School Behavior Plan to address any discipline/behavior concerns.

## **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Boston - School Equity Data FY18	Data worksheet that quantifies our Equity.	



Boston Elementary School	Students Enrolled (SIC or IC)	Certified Teachers (SIC)	Minority Students (SIC or IC)	# of Minority Certified Teachers (SIC)	# of Minority Principals and Assistant Principals (Payroll)	Students experiencing Free/Reduced Priced Meals (SIC or IC)	English Learners (SIC or IC)	Students with Disabilities (SIC or IC)	Teachers that are teaching one or more courses out-of-field (HR)	KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)	Teachers with 1-3 years of experience (Payroll)	Teachers with 4 or more years of experience (Payroll)	# of Principals and Assistant Principals with 0-3 years of experience (Payroll)	Percentage of teacher turnover (IC)	TELL Constructs	*Self Selected Indicator (Optional)	*Self Selected Indicator (Optional)	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
TOTAL / SCHOOL AVERAGE	186	17	3	2%	0	-	0	%	153	82.30%	0	-	61	32.80%	0	-	0	-

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	85.70%	87.00%	89.00%	91.00%
Working Conditions -- Community Engagement and Support	92.80%	93.00%	93.00%	93.00%
Working Conditions -- School Leadership	91.30%	91.00%	91.00%	91.00%
Percentage of New and KTIP Teachers	0.00%	5.00%	5.00%	5.00%
Percentage of Teacher Turnover	14.30%	10.00%	10.00%	10.00%
<b>Additional School Measures (Optional)</b>				
<b>Example:</b> Overall Effectiveness of Teachers and Leaders (not required)				
<b>Example:</b> Student Achievement (SGG, MSGP, Other school measures) (not required)				

## 2017-2018 Phase II: KDE Needs Assessment School Diagnostic

### Phase II: The Needs Assessment School Diagnostic

#### **Boston Elementary School**

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## Phase II: The Needs Assessment School Diagnostic

### Understanding Continuous Improvement: The Needs Assessment

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

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

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

#### Protocol

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

Our process for reviewing, analyzing, and applying data results is a school wide endeavor. Our process includes a variety of formats that include review by grade level teams, review by our whole school team, and review by out district/school team meetings. Once test results are available, we begin our review by breaking up into grade level teams. Each grade then reviews the test results for their specific grade. During the review, each team will compare results to identify celebration points, areas of need, and trends that will need to be addressed. In addition, each team discusses strategies to utilize to foster continued student achievement, to address the areas of concern, and reasons for the trends that they identify. After each team completes their analysis, then we come back together as a whole school team. At this time, each team will present their findings to the whole group. We then address any issues that may be school wide. Once these two processes are complete, we then begin our district/school team meetings. We do this is weekly PLC data meetings. School staff in collaboration with district staff meet weekly in PLC meetings. During the PLC meetings,

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#### Current State

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

#### **Example of Current Academic State:**

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

#### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.

-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Current Academic State: -46% of our students scored proficient in Reading compared to the state average of 37%. -46% of our students scored proficient in Math compared to the state average of 36%. -37% of our students scored distinguished in Social Studies compared to the state average of 15%. -33% of our students scored distinguished in Language Mechanics compared to the state average of 28%. -We saw a 5.6% increase of students scoring proficient in Writing from 2016 to 2017. -44% of non-duplicated gap students scored proficient on KPREP Reading. -43% of non-duplicated gap students scored proficient on KPREP Math. Non-Academic Current State: -The number of Gifted and Talented students identified has increased from 22 in 2016 to 32 in 2017. -The number of Homeless students identified has decreased from 16 in 2016 to 14 in 2017. -The number of students identified as Special Education has decreased from 67 in 2016 to 61 in 2017. -The ratio of Student -to-internet connected instructional computer decreased from 1.9:1 in 2016 to .9:1 in 2017.

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### Priorities/Concerns

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

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

-63% of our 5th grade students scored below proficiency in Writing. -13.3% of our students scored distinguished in Math in 2017 compared to 26.6% in 2016. -There was an increase in students in the non-duplicated gap group scoring novice in Math (9.3% in 2017 compared to 7% in 2016). In addition, there was a decrease in the non-duplicated gap students scoring distinguished (15.5% in 2017 compared to 29.1% in 2016). -27.4% of our students scored distinguished in Reading in 2017 compared to 32.1% in 2016. -There was a decrease in students in the non-duplicated gap group scoring distinguished in Reading (27.8% in 2017 compared to 30.2% in 2016).

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### Trends

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

After analyzing data trends from the previous two academic years, we have identified the following academic areas for improvement. One area is increasing proficiency in Reading and Math. While we are performing well, we need to continue to move students out of Novice and Apprentice to Proficient. Another academic area of need is Writing. Over the last two academic years, we are seeing 63% of our students scoring below proficiency. In addition, we have discovered that 0% of our students scored distinguished in Writing. In Math, we see that while only 8.8% of our students scored Novice; only 13.3% scored Distinguished. Our challenge will be to move students from novice and apprentice to proficient and distinguished.

## **ATTACHMENTS**

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### Potential Source of Problem

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

1- Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment

To produce the desired changes, our school will focus its resources and efforts on reviewing, analyzing, and applying data results. Through weekly PLC meetings in our Data Room, we will analyze student data and test results (both school level and state level). By weekly addressing the needs of our students, we will be able to foster the desired improvements that we need to see. This will allow us to focus on each student individually and design instruction to meet the individual needs of each student. As we meet weekly, we will adjust resources and efforts as needed to accomplish our desired outcomes--student improvement and success.

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### **Strengths/Leverages**

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

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

-46% of our students scored proficient in Reading compared to the state average of 37%. This is an increase of 7.5% from 2016. -46% of our students scored proficient in Math compared to the state average of 36%. This is an increase of 12.1% from 2016. -37% of our students scored distinguished in Social Studies compared to the state average of 15%. -33% of our students scored distinguished in Language Mechanics compared to the state average of 28%.

## **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase II: School Safety Report\_10032017\_09:24**

### **Phase II: School Safety Report**

**Boston Elementary School**  
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## Phase II: School Safety Report

### School Safety Diagnostic for Schools

#### School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes

#### **ATTACHMENTS**

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

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

*Provide the date of adoption in the comments box below.*

October 8, 2013

#### **ATTACHMENTS**

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

3. Did the SBDM Council or district adopt the EMP?

*Provide the date of adoption in the comments box below.*

October 8, 2013

#### **ATTACHMENTS**

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4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

#### **ATTACHMENTS**

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5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

*Provide the date of the review in the comments box below.*

August 8, 2017

#### **ATTACHMENTS**

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6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

*Provide the date of the review in the comments box below.*

August 21, 2017

#### **ATTACHMENTS**

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7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

#### **ATTACHMENTS**

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

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

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9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

*Provide the date of the review in the comments box below.*

August 3, 2016 reviewed August 15, 2017

**ATTACHMENTS**

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10. Have practices been developed for students to follow during an earthquake?

Yes

**ATTACHMENTS**

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

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

**ATTACHMENTS**

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

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).

*Provide the date of the review in the comments box below.*

August 31, 2017

**ATTACHMENTS**

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13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes

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## 2017-2018 CSIP Phase II: KDE Title I Annual Review

### CSIP Phase II: KDE Title I Annual Review

#### **Boston Elementary School**

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## CSIP Phase II: KDE Title I Annual Review

### Title I Annual Review

#### 1. Comprehensive Needs Assessment

**Rationale:** A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

**Guiding Questions:**

*Which data sources did the school use to conduct its Needs Assessment?*

*What needs did the data identify?*

*What specific grade levels and/or content areas were identified as priority?*

*What achievement gaps were identified?*

*Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?*

*Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?*

-To conduct our Needs Assessment, we utilized the results of the 2017 K-PREP assessment in addition to classroom data, MAP data, and IOWA. -Through careful analysis, we found that Math and Writing are two areas of need for our school. -Upon close examination, we discovered that our 4th and 5th grade Math are a priority. -The need arises from the discovery that 4th grade had an increase of 16.4% of students scoring below proficiency (44.4% in 2017 compared to 28% in 2016) and that 5th grade had an increase of 7.4% of students scoring below proficiency (48.1% in 2017 compared to 40.7% in 2016). -Title I funds were used to address priorities outlined in the Needs Assessment through small group instruction and classroom size reduction. To ensure that student needs are addressed, we utilize instructional focus groups. In these groups, teachers utilize assistance from colleagues to create small groups within their classrooms. The intent of the groups is to narrow focus to address the individual needs of each student. This process is very beneficial to our students. The focus groups allow for the individual needs of each student to be addressed and refined each week to ensure that the students are progressing and improving. -Title I funding was a crucial component in targeting our critical needs.

### ATTACHMENTS

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#### 2. Schoolwide Reform Strategies

**Rationale:** Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

**Guiding Questions:**

*Was the schoolwide plan implemented as written?*

*Which goal(s) from the CSIP address Schoolwide Reform Strategies?*

*How is Title I funding being directed to address the goal?*

*How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?*

*Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?*

*Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?*



-The schoolwide plan was implemented as written. -CSIP goals that address Schoolwide Reform Strategies are -Title I funding is being directed to address the goal through -Strategies were selected to address goals based on research, evidence, and evaluation of past implementation as a result of intentional review of strategies, their implementation, and their effectiveness. -Title I funds supported -Student achievement was increased by the activities, strategies, staffing decisions, professional development opportunities, and resources.

## **ATTACHMENTS**

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### 3. Professional Development

**Rationale:** Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

#### **Guiding Questions:**

*What measures were used to determine the school's professional development needs?*

*How was the professional development tied to the school's identified need?*

*Did the professional development improve instruction based on a thorough review of student achievement data?*

*How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?*

-To determine the school's professional development needs, we look at the data to guide our needs. In addition, teachers are surveyed during our weekly PLC meetings to determine their professional needs. -All professional development is tied to the needs of our students, the needs of the school, and the needs of each teacher. Teachers and the principal develop a self-directed professional growth plan that is linked to the needs of our students and the needs/goals of the school. School leadership in collaboration with each teacher, reviews the professional development options and together they create the opportunities that will provide the most enhancement to instruction. -Based on a thorough review of student achievement data, the professional development did improve instruction. Thorough analysis revealed that our K-2 students scored well on the IOWA assessment. Data showed that our K-2 students had no total/composite scores below the fiftieth percentile in ELA or math. Our 3-6 K-PREP combined reading and math proficiency rates for the 2016-2017 school year was 67.0 compared to 61.2 district and 51.7 state proficient/distinguished rate. -Principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers were included in the professional development through collaboration, sharing of resources and services, and student support to enhance achievement. Without the support of the above mentioned constituents, our school would not be able to ensure that our students have an environment conducive to student learning, growth, and achievement.

## **ATTACHMENTS**

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

### 4. Family Engagement

**Rationale:** Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

**Guiding Questions:**

*How much Title I money was spent on family engagement?*

*What kind of programs, activities, and procedures were planned?*

*What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?*

-At Boston Elementary, Family Engagement activities are an important part of our overall school program. We host monthly family engagement events and parent workshops. To fund our monthly Family Nights, Title I money (\$2400.00 in total) is spent for these events. -Family Reading/Literacy and Family Math nights were planned to incorporate student/parent engagement activities. As well as student centered activities, our Family Night parent workshops focus on informing/educating parents on available resources, 'how to' sessions, and relationship building to promote a better school/home connections. Family Night parent workshop topics include (but, are not limited to) use of MyOn (a web based reading program), Study Island (a web based program that focuses on reading and math skills and standards), and IXL (a web based supplemental program that supports students in ELA (reading), math, and social studies. In addition to our Family Nights, we host transition meetings. Meetings are held for each grade level, including preschool. During the transition meetings, parents are provided materials and activities for the purpose of fostering student achievement. In addition to resources, parents are connected with other parents to help promote stronger, more involved parent relationships (parent to parent and parent to school). The P.A.V.E (Parents As Volunteer Educators) program is another program that is available and very beneficial to our school. The P.A.V.E. program promotes screened parents, guardians, and grandparents into the school for educational purposes. -The family engagement programs, activities, and procedures are very successful. We saw and continue to see an excellent presence from our parents and community. We are seeing an increase in parent support and will continue to foster this trend.

**ATTACHMENTS**

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

5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

**Rationale:** An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

**Guiding Questions:**

*How did school and district administrators collaborate through funded programs such as Head Start?*

*What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?*

*How effective were these strategies?*

*How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?*

-Our school and district collaborates with Bell-Whitley Community Action Agency to provide our preschool program. Collaboration exists through shared teacher employment, building facilities, professional development opportunities, and parent transition meetings. Our preschool program provides services for Head Start students, PPG students, and 3 year olds with disabilities. -To help students transition from preschool to kindergarten, we provide a Transition Meeting at the end of the year to discuss kindergarten procedures, provide parents resources for summer learning, and an introduction to the kindergarten staff. In addition to transition events (preschool to kindergarten, kindergarten to 1st grade, 1st grade to 2nd grade, 2nd grade 3rd grade, 3rd grade to 4th grade, 4th grade to 5th grade, 5th grade to 6th grade, and 6th grade to 7th grade), we also have monthly PLC meetings for vertical grade to grade collaboration for teachers. From the meetings, teachers can

gain insight from grade to grade to allow maximum efficiency for transition/parent meetings. During each transition event/parent meeting, teachers provided parent engagement activities (such as modeling how to work through unknown words when reading, providing resources to enhance learning, skill practice strategies (using page covers and dry erase markers for multiple practice opportunities instead of using multiple copies), and games that parents can play with their children while practicing skills (sight word memory, word go-fish, sight word bingo, I have You have for math, etc.) -The strategies that we provided were very successful and well received by our staff and parents. Parents reported that they felt more equipped to help their children after attending our events. Not only did we model the strategies, we also provided parents with the resources/materials to continue with the strategies at home. -The meetings were held both during the school day and in the evening in hopes to accommodate as many parents as possible. School staff, reading/math specialists, and district staff collaborated to organize the strategies to be modeled and materials needed to carry out the event. A strategy would be introduced, modeled, and practiced to ensure that parents felt comfortable repeating it once at home. The second stage of the event was that the students of that grade would join the meeting to model for their parents a skill that they had learned (the phonics dance, reciting student created poems, readers theater, model how to solve a math problem, etc.) The next portion of the meeting involved teachers answering any questions that parents may have. In addition to the modeling, parents are also provided a list of web-based resources that can be accessed at home for extra skill practice.

## **ATTACHMENTS**

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### 6. Measures used to include teachers in decisions

**Rationale:** Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

#### **Guiding Questions:**

*How were all teachers included in the selection of academic assessments?*

*How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?*

-Teachers serve on grade level academic teams that work collaboratively with district instructional coaches to develop district wide assessments. In addition, teachers collaborate in weekly PLC meetings to determine needed assessments that will meet the needs of their students. -Teachers participate in weekly PLC meetings that focus on data analysis of weekly assessments, district assessments, and state assessments. As the data is analyzed, teachers work together with the support of the school level administrator and district instructional team members to develop instructional strategies (such as more individualized group lessons, revisiting standards, and student engagement activities) that will foster improved student achievement.

## **ATTACHMENTS**

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

### 7. Activities used to ensure students met Kentucky Academic Standards

**Rationale:** Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

#### **Guiding Questions:**

*How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?*

*How were students and their needs identified for assistance?*



*How did teachers and paraeducators collaborate for planning and instruction?*

*How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?*

*Which activities were deemed successful and which ones are in need of change?*

-To provide effective, timely, and additional interventions to students in danger of not meeting state standards, our school follows the Kentucky System of Interventions procedures to address the needs of our students who are in danger of not meeting state standards. The intervention process is a multi-tiered, evidence based approach. In addition to intervention measures, we utilize Focused Instructional Groups at all grade levels. -Students and their needs are identified through our thorough analysis of all student data (classroom assessments, MAP assessments, STAR/Early STAR assessments, and state assessments). -Teachers and paraeducators collaborate during common planning times to ensure that materials and activities for Focused Instructional Groups are specific and meet the needs of each child in each group. To provide additional support, paraeducators are provided training that address the strategies that will be utilized in the group activities. -The activities specified in the comprehensive school improvement plan (CSIP) were monitored during our PLC meetings and reviewed during SBDM meetings. -Transition/parent meetings and Family Reading and Math nights were huge successes. Activities that are in need of a change are

## **ATTACHMENTS**

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### 8. Coordination and integration of programs

**Rationale:** A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

#### **Guiding Questions:**

*Which federal, state, and local funds were made available to the school?*

*How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?*

*What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?*

-Title I, State Instructional allocations, Federal Special Needs, and Save the Children funds were made available to our school -The school coordinated and integrated federal, state, and local programs and services to improve instruction and increase student achievement by utilizing all available resources and intervention strategies provided by funded programs that we have. -To ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs, budgets were carefully reviewed during monthly SBDM meetings.

## **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2017-2018 Phase III: Closing the Achievement Gap

### Phase III: Closing the Achievement Gap

**Boston Elementary School**  
Carolyn S Lawson  
3291 Highway 1804  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

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## Phase III: Closing the Achievement Gap

### I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

To identify the Gap Groups, we reviewed the 2016-2017 and 2015 -2016 School Report Cards. The Achievement Gap Group spreadsheet that outlines our findings is attached.

### **ATTACHMENTS**

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



## II. Achievement Gap Analysis

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

Boston Elementary is a school with a climate and culture that is conducive to student learning, student safety, and fosters high-quality relationships among students and teachers. Our school is a welcoming, yet safe environment for students, teachers, parents, and stakeholders. We pride ourselves in nurturing our students both academically and as individuals. Students and staff members have access to the academic support and services they may need to succeed.

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

After analyzing gap trends and using specific data from the previous two academic years, gaps that the school has successfully closed include: Reading: Over the last two academic years, the non-duplicated gap groups has succeeded in successfully meeting and exceeding our reading goal. The data shows an increase of 2.5% proficient/distinguished 68.6% in 2015/2016 to 71.1% in 2016/2017. Social Studies: Over the last two academic years, the non-duplicated gap group has succeeded in successfully meeting and exceeding our social studies goal. The data shows an increase of 1.3% proficient/distinguished 71.4% in 2015/2016 to 72.7% in 2016/2017. After analyzing gap trends and using specific data from the previous two academic years, gaps that continue to persist include: Writing: Students in the non-duplicated gap group are not performing at a level that meets our writing goal. The data shows a decrease of 6.7% proficient/distinguished 38.5% in 2015/2016 to 31.8% in 2016/2017.

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

Upon completion of data analysis from the 2015 and 2016 School Report Cards, we have identified the following gap groups and content areas where Boston has shown improvements: READING: The non-duplicated gap group showed an increase of 2.5% proficient/distinguished 68.6% in 2015 to 71.1% in 2016. MATH: The Disability - with IEP gap group showed an increase of 0.6% proficient/distinguished 84.8% in 2015 to 85.4% in 2016. SOCIAL STUDIES: The non-duplicated gap group showed an increase of 1.3% proficient/distinguished 71.4% in 2015 to 72.7% in 2016.

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

Upon completion of data analysis from the 2015 and 2016 School Report Cards, we have identified the following gap groups and content areas where Boston has lacked progression or regressed: MATH: The non-duplicated gap group showed a decrease of 3% proficient/distinguished 62.8% in 2015/2016 to 59.8% in 2016/2017. However, this gap group still met their target goal. WRITING: The non-duplicated gap group showed a decrease of 6.7% proficient/distinguished 38.5% in 2015/2016 to 31.8% in 2016/2017.

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

Pertaining to the achievement gaps, all teachers participated in professional development sessions prior to the start of school that focused on the topics deemed essential for the success of our students. The sessions focused on reading, math, science, and writing. To address our areas of need, our school will employ professional development strategies for teaching students of poverty. We will continue to meet in PLC meetings and data meetings to constantly monitor student data and make needed adjustments to ensure student success. In addition, we will work closely with our district instructional coaches to obtain resources, strategies, and support to address the needs of our students who are not progressing.

## **ATTACHMENTS**

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

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

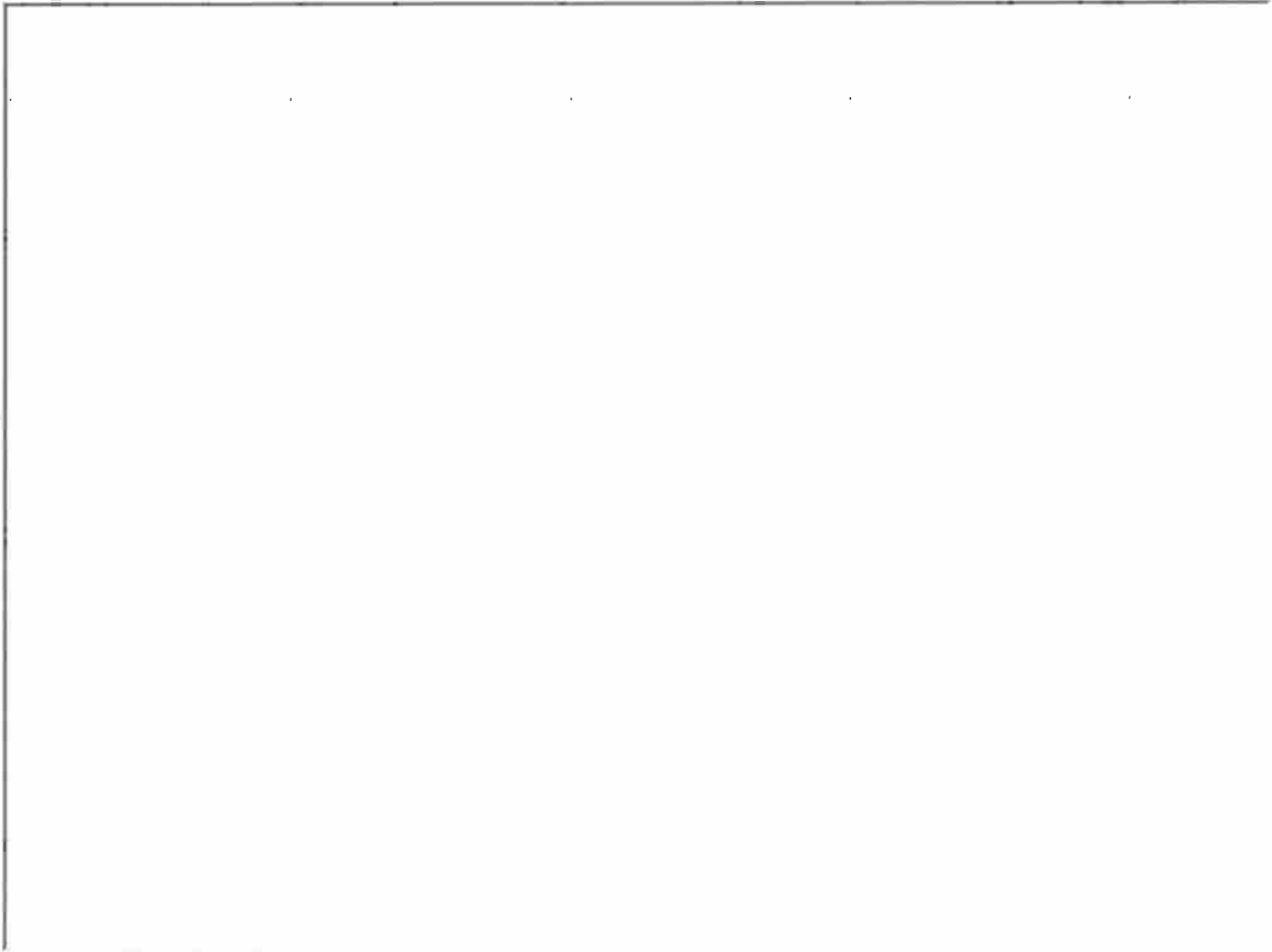
In our school, the most notable condition that has prevented us from closing existing and persistent achievement gaps is the fact that our students are students of poverty. Teaching students of poverty is the biggest obstacle that we must overcome. This fact encompasses many barriers that the school must address daily (Are our students coming to school with their basic needs being met -- well fed, well rested, well taken care of?; Do our students have parental support at home to enhance what they are learning at school?; Do our parents/students value learning and how can we foster a culture that promotes and enhances the importance of education?).

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

The CSIP and the continuous improvement and planning process as it relates to closing the achievement gap is discussed at our SBDMC (Site Based Decision Making Council) meetings each month. All teachers, leaders, and other stakeholders are encouraged to attend. In addition to this monthly discussion, we also participate in 'Early Release' day. Our entire district participates in 'Early Release' day. On this day, our staff is divided into committees. Each committee disaggregates student data to identify our strengths, our areas of concern, and our gap groups. Each committee also generates strategies that will assist in our efforts to address our areas of need and our gap groups. In addition, our school conducts weekly PLC (Professional Learning Communities) meetings. During the PLC meetings, we focus on our areas of need and gap groups. We also narrow the gap groups down to individual students and work throughout the year to address the needs of each student in our school. Strategic partners involved include: Carolyn Lawson, principal; Crystal Smiddy, preschool teacher; Janel Cupp, Kindergarten teacher; Barbara Lawson, 1st grade teacher; Genia Rose, 2nd grade teacher, Heather Roaden, 3rd grade teacher; Tammy Fuson, 3rd grade teacher; Heather Clear, 4th grade teacher; Mary Haddix, 4th grade teacher; Chris Johnson, 5th grade teacher; Amy Walters, 6th grade teacher; Ginger Downs, RTA/CIM intervention teacher; Lucinda Daniels, science lab/math intervention teacher; James Burke, special needs teacher; Eugenia Dunn, special needs teacher; Sonya McNeil, speech pathologist teacher; Michael Clemens, physical education/health teacher; Christie Bowlin, media specialist/art teacher; Kim Creekmore, district instructional coach; Heather Stewart, district instructional coach; Laurel Bowlin, district instructional coach; Ruth Osborne, district instructional coach; Kellie Anderson, district technology integration specialist; Tammie Baird, technology manager; Paula Rickett, Assistant Superintendent; J. E. Jones, WCBOE board member; Donnie Jones, community stakeholder/Save the Children community member; Michael Jarboe, community stakeholder/Save the Children community member; Travis Estridge, Save the Children community engagement specialist; Tabitha McNealy, SBDMC parent member; Tiffany Leach, SBDMC parent member; Tonya Bell, PTO president; Brittany Anglemyer, PTO secretary.

### III. Planning the Work

Review the following flowchart to aid in completing the work.



#### Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

The Closing the Achievement Gap Plan spreadsheet is attached.

#### **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017-2018 Achievement Gap Group Identification	Chart identifies our Gap Groups.	I
 2017-2018 Measurable Gap Goal	Identifies the strategies and activities that will be utilized.	III

BOSTON ELEMENTARY	
Gap Group/Total number of students	Percentage of Total School Population
2015-2016 Non-duplicated Gap Group / 110	51.90%
2016-2017 Non-duplicated Gap Group / 113	60.80%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Boston Elementary from 65.5% to 69.3% in 2019.	<ol style="list-style-type: none"> <li>1. Design and Deliver Instruction</li> <li>2. Review, Analyze, and Apply Data</li> <li>3. Design, Align, and Deliver Support</li> </ol>	<ol style="list-style-type: none"> <li>1. PCL support Identify and share resources, provide technical support, provide LCD/MCD support, provide support for assessment.</li> <li>2. Examine/Analyze data, utilize data room, provide analysis support, provide support for planning instruction</li> <li>3. Support/provide professional learning opportunities, provide enrichment through 21st CCLC &amp; STC, provide RTI support, provide support with Kentucky Academic Standards in Science</li> </ol>	Principal, Teachers, WCBOE personnel, STC personnel	Weekly PLC/Data meetings; School and District level reports; State, District, & Local assessment data	RTA -- \$50, 000 STC -- \$13,5000 21st CCLC -- \$35,000 Instructional -- \$4,000

## 2017-2018 Phase III: Goal Builder for Schools

### Phase III: Goal Builder for Schools

#### **Boston Elementary School**

Carolyn S Lawson  
3291 Highway 1804  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018

Status: Locked

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## Phase III: Goal Builder for Schools

### Comprehensive School Improvement Plan

#### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Upload your completed Goal Builder in the attachment area below:


You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Boston Elementary's Goals are attached.

### **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017-2018 Boston Elementary Goals	The 2017-2018 plan for Boston Elementary.	

## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

Goal 1: Increase the average combined reading and math K-PREP scores for Boston Elementary students from 67.0% to 70.6% in 2019.																																																																									
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/ Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>09/01/2017 to 06/30/2018</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td><td>No funding</td></tr><tr><td>1B</td><td>09/01/2017 to 06/30/2018</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td><td>No funding</td></tr><tr><td>1C</td><td>07/10/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne</td><td>No funding</td></tr><tr><td>1D</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Instructional Coaches</td><td>No funding</td></tr><tr><td>2A</td><td>08/01/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Dr. Johnson</td><td>No funding</td></tr><tr><td>2B</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers</td><td>No funding</td></tr><tr><td>2C</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Instructional Coaches</td><td>No funding</td></tr><tr><td>2D</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Instructional Coaches</td><td>No funding</td></tr><tr><td>3A</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Kim Creekmore</td><td>No funding</td></tr><tr><td>3B</td><td>07/01/2017 to06/30/2018</td><td>Principal, Paula Rickett, Heather Stewart</td><td>No funding</td></tr><tr><td>3C</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Laurel Bowlin</td><td>21<sup>st</sup> CCLC grants</td></tr><tr><td>3D</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Dr. Ralph Johnson</td><td>No funding</td></tr><tr><td>3E</td><td>08/14/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Dr. Ralph Johnson</td><td>IDEA funds</td></tr><tr><td>3F</td><td>07/10/2017 to 06/30/2018</td><td>Principal, Paula Rickett</td><td>No funding</td></tr><tr><td>3G</td><td>07/10/2017 to 06/30/2018</td><td>Principal, Paula Rickett</td><td>No funding</td></tr><tr><td>3H</td><td>07/01/2017 to 06/30/2018</td><td>Principal, STC staff, CLC members</td><td>STC funds</td></tr></table>		Strategy/ Activity	Timeline	Person Responsible	Funding Source	1A	09/01/2017 to 06/30/2018	Principal, Teachers Paula Rickett, Instructional Coaches	No funding	1B	09/01/2017 to 06/30/2018	Principal, Teachers Paula Rickett, Instructional Coaches	No funding	1C	07/10/2017 to 06/30/2018	Principal, Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne	No funding	1D	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Instructional Coaches	No funding	2A	08/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Dr. Johnson	No funding	2B	08/21/2017 to 06/30/2018	Principal, Teachers	No funding	2C	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Instructional Coaches	No funding	2D	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Instructional Coaches	No funding	3A	07/01/2017 to 06/30/2018	Principal, Paula Rickett, Kim Creekmore	No funding	3B	07/01/2017 to06/30/2018	Principal, Paula Rickett, Heather Stewart	No funding	3C	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Laurel Bowlin	21 <sup>st</sup> CCLC grants	3D	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Dr. Ralph Johnson	No funding	3E	08/14/2017 to 06/30/2018	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds	3F	07/10/2017 to 06/30/2018	Principal, Paula Rickett	No funding	3G	07/10/2017 to 06/30/2018	Principal, Paula Rickett	No funding	3H	07/01/2017 to 06/30/2018	Principal, STC staff, CLC members	STC funds
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2C	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Instructional Coaches	No funding																																																																						
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3D	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Dr. Ralph Johnson	No funding																																																																						
3E	08/14/2017 to 06/30/2018	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds																																																																						
3F	07/10/2017 to 06/30/2018	Principal, Paula Rickett	No funding																																																																						
3G	07/10/2017 to 06/30/2018	Principal, Paula Rickett	No funding																																																																						
3H	07/01/2017 to 06/30/2018	Principal, STC staff, CLC members	STC funds																																																																						

<p>Goal 1: Increase the average combined reading and math K-PREP scores for Boston Elementary students from 67.0% to 70.6% in 2019.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b></p> <p>To increase the reading component of the combined reading and math K-PREP scores for Boston Elementary students from 62.1% to 67.5% by 2018.</p>	1. Design and Deliver Instruction	1A. Identify and share instructional resources for Kentucky Academic Standards. Discuss resources during PLC meetings. Display learning targets for each lesson.	School Report Card; PLC agendas; Walkthrough documents		\$0
		1B. Provide technical support and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, Aimsweb, and other core programs.	Program reports		\$0
		1C. Provide support for teachers to implement and integrate Literacy Design Collaborative (LDC) modules to meet the cognitive demands of the ELA standards; Provide support for teachers to integrate rigorous, engaging reading/ELA experiences. Incorporate diverse activities to also address the needs of the Gifted and Talented students.	Student samples; school level monitoring		\$0
		1D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction. Review classroom data weekly to immediately address student needs as they arise.	Walkthrough documentation; classroom & common assessment data		\$0
	2. Review, Analyze, and Apply Data	2A. Examine student data including K-PREP, IOWA, MAP, STAR, and common assessment data to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports		\$0
		2B. Update student data and utilize student data in data room. Update the visual representation of student data on cards and adjust accordingly throughout the year. Study the displayed data to address identified needs.	MAP Growth reports; Data Wall		\$0
		2C. Provide and support teachers with processes to analyze and disaggregate school and student data.	Assessment reports; classroom assessment data		\$0
		2D. Provide teachers with support to plan instruction, reflect on implementation, and identify individual students' needs to increase student proficiency.	Student data; PLC agendas/minutes		\$0

<p>Goal 1: Increase the average combined reading and math K-PREP scores for Boston Elementary students from 67.0% to 70.6% in 2019.</p>					
	3. Design, Align, and Deliver Support	3A. Support teachers through professional learning opportunities in 21 <sup>st</sup> Century instruction in reading, math, writing, science, and technology.	District PD sign sheets		\$0
		3B. Collaborate and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs/requests of the teachers.	PLC agenda/minutes; Instructional coaches' schedules		\$0
		3C. Provide enrichment and clubs to students that focus on academics, physical fitness, and leadership through 21 <sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21 <sup>st</sup> Century Community Learning Centers to engage parents/guardians in their child's learning and achievement goals.	21 <sup>st</sup> CCLC schedules, reports, and sign in sheets		\$35,000
		3D. Coordinate and provide resources for the schools Response to Intervention needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSweb, lesson plans, walkthroughs, common assessments, and professional learning community agendas.	AIMSweb data; lesson plans; walkthrough documentation,; student data; PLC agendas/minutes		\$0
		3E. Provide training and support to school managers and teachers using AIMSweb to identify student achievement gaps and develop instructional strategies to address the gaps.	PD sign in sheets; PLC agenda/minutes		\$0
		3F. Provide support and training with research-based best practices for reading, math, and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through trainings offered by SESC and KDE.	PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedules		\$0
		3G. Provide instructional support with Kentucky Academic Standards in Science (NGSS), implementation of three dimensional science instruction, Classroom embedded Assessments, Through Course Tasks (TCTs), and Claim, Evidence, and Reasoning (CER).	PD sign in sheets; PLC agendas/minutes; Instructional coaches schedules; student data		\$0
		3H. Support reading/literacy through collaboration with Save the Children. Utilize the resources that STC provided to enhance student learning and student achievement. Also, through the STC program provide grade level transition meetings and parent engagement activities to support our students.	Transition sign in sheets; STC portal; site visits; STC meetings and conference calls		\$13,5000

<p>Goal 1:</p> <p>Increase the average combined reading and math K-PREP scores for Boston Elementary students from 67.0% to 70.6% in 2019.</p>					
<p><b>Objective 2:</b></p> <p>To increase the math component of the combined reading and math K-PREP scores for Boston Elementary students from 55.5% to 61.8% by 2018.</p>	1. Design and Deliver Instruction	1A. Identify and share instructional resources for Kentucky Academic Standards. Discuss resources during PLC meetings. Display learning targets for each lesson.	School Report Card; PLC agendas; Walkthrough documents		\$0
		1B. Provide technical support and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, and other core programs.	Program reports		\$0
		1C. Provide support for teachers to implement and integrate Math Design Collaborative (MDC) modules to meet the cognitive demands of the math standards; Provide support for teachers to integrate rigorous, engaging math experiences. Incorporate diverse activities to also address the needs of the Gifted and Talented students.	Student samples; school level monitoring		\$0
		1D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction. Review classroom data weekly to immediately address student needs as they arise.	Walkthrough documentation; classroom & common assessment data		\$0
	2. Review, Analyze, and Apply Data	2A. Examine student data including K-PREP, IOWA, MAP, STAR, and common assessment data to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports		\$0
		2B. Update student data and utilize student data in data room. Update the visual representation of student data on cards and adjust accordingly throughout the year. Study the displayed data to address identified needs.	MAP Growth reports; Data Wall		\$0
		2C. Provide and support teachers with processes to analyze and disaggregate school and student data.	Assessment reports; classroom assessment data		\$0
		2D. Provide teachers with support to plan instruction, reflect on implementation, and identify individual students' needs to increase student proficiency.	Student data; PLC agendas/minutes		\$0
		3A. Support teachers through professional learning opportunities in 21 <sup>st</sup> Century instruction in reading, math, writing, science, and technology.	District PD sign sheets		\$0
		3B. Collaborate and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs/requests of the teachers.	PLC agenda/minutes; Instructional coaches' schedules		\$0

<p>Goal 1: Increase the average combined reading and math K-PREP scores for Boston Elementary students from 67.0% to 70.6% in 2019.</p>					
	3. Design, Align, and Deliver Support	<p>3C. Provide enrichment and clubs to students that focus on academics, physical fitness, and leadership through 21<sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21<sup>st</sup> Century Community Learning Centers to engage parents/guardians in their child’s learning and achievement goals.</p>	21 <sup>st</sup> CCLC schedules, reports, and sign in sheets		\$35,000
		<p>3D. Coordinate and provide resources for the schools Response to Intervention needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSweb, lesson plans, walkthroughs, common assessments, and professional learning community agendas.</p>	AIMSweb data; lesson plans; walkthrough documentation,; student data; PLC agendas/minutes		\$0
		<p>3E. Provide training and support to school managers and teachers using AIMSweb to identify student achievement gaps and develop instructional strategies to address the gaps.</p>	PD sign in sheets; PLC agenda/minutes		\$0
		<p>3F. Provide support and training with research-based best practices for reading, math, and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through trainings offered by SESC and KDE.</p>	PD sign in sheets; PLC agendas/minutes; Instructional Coaches’ schedules		\$0
		<p>3G. Provide instructional support with Kentucky Academic Standards in Science (NGSS), implementation of three dimensional science instruction, Classroom embedded Assessments, Through Course Tasks (TCTs), and Claim, Evidence, and Reasoning (CER).</p>	PD sign in sheets; PLC agendas/minutes; Instructional coaches schedules; student data		\$0



2: Gap

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Boston Elementary from 65.5% to 69.3% in 2019.																																																					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>09/01/2017 to 06/30/2018</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td><td>No funding</td></tr><tr><td>1B</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper</td><td>McKinney-Vento Grant</td></tr><tr><td>1C</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Paula Rickett,</td><td>No funding</td></tr><tr><td>2A</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Instructional Coaches</td><td>No funding</td></tr><tr><td>2B</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Heather Stewart</td><td>RTA grant</td></tr><tr><td>2C</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Kim Creekmore</td><td>Title I</td></tr><tr><td>2D</td><td>09/04/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Laurel Bowlin, Ginger Downs</td><td>2st CCLC grant</td></tr><tr><td>2E</td><td>08/01/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Dr. Ralph Johnson</td><td>IDEA funds</td></tr><tr><td>2F</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Kim Creekmore, Instructional Coaches</td><td>No funding</td></tr><tr><td>2G</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Dr. Ralph Johnson</td><td>IDEA funds</td></tr><tr><td>2H</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Heather Stewart</td><td>STC funds</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	09/01/2017 to 06/30/2018	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	No funding	1B	07/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper	McKinney-Vento Grant	1C	07/01/2017 to 06/30/2018	Principal, Paula Rickett,	No funding	2A	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Instructional Coaches	No funding	2B	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Heather Stewart	RTA grant	2C	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Kim Creekmore	Title I	2D	09/04/2017 to 06/30/2018	Principal, Paula Rickett, Laurel Bowlin, Ginger Downs	2st CCLC grant	2E	08/01/2017 to 06/30/2018	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds	2F	07/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Kim Creekmore, Instructional Coaches	No funding	2G	08/21/2017 to 06/30/2018	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds	2H	07/01/2017 to 06/30/2018	Principal, Paula Rickett, Heather Stewart	STC funds
Strategy/Activity	Timeline	Person Responsible	Funding Source																																																		
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																																
<b>Objective 1:</b>  To collaborate to increase the averaged combined reading and math proficiency ratings	1. Review, Analyze, and Apply Data	1A. Analyze data from K-PREP, IOWA, MAP, STAR, common assessments, and classroom assessments by gap groups to modify instructional practices.	School Report Card; Pearson Reports; district and school level reports		\$0																																																
		1B. Identify non-academic obstacles such as attendance, behavior, socio-economic status, and homelessness to develop strategies to address those barriers to student achievement.	IC reports; Class DoJo reports		40																																																

<p>Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Boston Elementary from 65.5% to 69.3% in 2019.</p>					
for all students in the non-duplicated gap group for Boston Elementary from 65.5% to 69.3% in 2019.		1C. Analyze the 2017 TELL KY Survey results to identify and address the non-academic teaching and learning barriers.	2017 TELL KY Survey		\$0
	2. Design, Align, and Deliver Support	2A. Collaborate and provide support with reading and math instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs of the students and teachers.	PLC agendas/minutes; Instructional coaches schedules		\$0
		2B. Provide reading intervention services in small groups (focused instructional groups), individually, or in collaborations with all students K-6. Tier 2 students will be serviced through more intense services provided by reading and math intervention specialists. Tier 3 students will be serviced with one-to-one interventions.	RTA schedule; IDEA reports; STAR reports; AR reports; MAP reports;		\$50,000
		2C. Provide math intervention services in small groups (focused instructional groups), individually, or in collaborations with all students K-6. Tier 2 students will be serviced through more intense services provided by reading and math intervention specialists. Tier 3 students will be serviced with one-to-one interventions.	Title I schedule; IDEA reports; STAR reports; AR reports; MAP reports;		\$0
		2D. Provide enrichment and clubs to students that focus on academics, physical fitness, and leadership through 21 <sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21 <sup>st</sup> Century Community Learning Centers to engage parents/guardians in their child’s learning and achievement goals.	21 <sup>st</sup> CCLC schedules, reports, and sign in sheets		\$35,000
		2E. Provide training and support to school managers and teachers using AIMSweb to identify student achievement gaps and develop instructional strategies to address the gaps.	PD sign in sheets; PLC agenda/minutes		\$0
		2F. Provide support and training with research-based best practices for reading, math, and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through trainings offered by SESC and KDE.	PD sign in sheets; PLC agendas/minutes; Instructional Coaches’ schedules		\$0

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Boston Elementary from 65.5% to 69.3% in 2019.					
		2G. Coordinate and provide resources for the school’s Response to Intervention(RTI) needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSweb, lesson plans, walkthroughs, common assessments, and professional learning community agendas.	AIMSweb data; lesson plans; walkthrough documentation,; student data; PLC agendas/minutes		\$0
		2H. Support reading/literacy through collaboration with Save the Children. Utilize the resources that STC provided to enhance student learning and student achievement. Also, through the STC program provide grade level transition meetings and parent engagement activities to support our students.	Transition sign in sheets; STC portal; site visits; STC meetings and conference calls		\$13,500

### 3: Graduation rate

Goal 3: Not Applicable (We are an elementary school.)					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

4: Growth

Goal 4: Increase the improvement total by 10% for all Boston Elementary students in 2018 as measured by the accountability calculator.																																					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>09/01/2017 to 06/30/2018</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td><td>No funding</td></tr><tr><td>1B</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper</td><td>McKinney-Vento Grant</td></tr><tr><td>1C</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers</td><td>No funding</td></tr><tr><td>2A</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett,</td><td>No funding</td></tr><tr><td>2B</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Laurel Bowlin, Ginger Downs</td><td>2st CCLC grant</td></tr><tr><td>2C</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers</td><td>No funding</td></tr><tr><td>2D</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Kevin Anderson</td><td>Instructional funds</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	09/01/2017 to 06/30/2018	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	No funding	1B	07/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper	McKinney-Vento Grant	1C	07/01/2017 to 06/30/2018	Principal, Teachers	No funding	2A	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett,	No funding	2B	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Laurel Bowlin, Ginger Downs	2st CCLC grant	2C	08/21/2017 to 06/30/2018	Principal, Teachers	No funding	2D	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Kevin Anderson	Instructional funds
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																
<b>Objective 1:</b>  To increase the average student growth percentile for all Boston Elementary students from 59.8% to 62.0% in 2019.	1. Review, Analyze, and Apply Data.	1A. Analyze student data including K-PREP, IOWA, MAP, STAR, and common assessment data to identify gaps and make necessary adjustments in instruction.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports		\$0																																
		1B. Identify non-academic obstacles such as attendance, behavior, socio-economic status, and homelessness to develop strategies to address those barriers to student achievement.	IC reports; Class DoJo reports		\$0																																
		1C. Identify students in who are not showing growth.	K-PREP data; Pearson, MAP & STAR Reports		\$0																																

Goal 4:  
Increase the improvement total by 10% for all Boston Elementary students in 2018 as measured by the accountability calculator.

	2. Design, Align, and Deliver Support.	2A. Monitor identified students’ progress in weekly PLC & Data meetings.	PLC agendas/minutes; Data wall; watch lists		\$0
		2B. Provide opportunities for enrichment and clubs to enhance student learning and growth that focus on academics, physical fitness, and leadership through 21 <sup>st</sup> Century Community Learning Centers. Also, provide parent workshops/engagement opportunities during each session.	21 <sup>st</sup> CCLC schedules, reports, sign in sheets		\$35,000
		2C. Provide instruction designed to meet the needs of each student in small group settings during Focused Instructional Groups. In addition, utilize Tier 2 and Tier 3 intervention services to pinpoint specific student needs.	Lesson plans; PLC agenda/meetings		\$0
		2D. Utilize technologies that are available to our students to provide individualized instruction/learning for all students. Incorporate the programs that are available: Study Island, IXL, myON, AIMSweb, Accelerated Reader, STAR, MAP, etc.	Reports from Study Island, IXL, myON, AIMSweb, Accelerated Reader, STAR, MAP		\$4,000

5: Transition readiness

Goal 5: Increase the percent of proficient/distinguished writing scores for Boston Elementary 5 <sup>th</sup> grade students from 37.0% in 2017 to 43.0% in 2019.							
<div>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></div> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<div>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></div> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
				<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Funding Source</b>
				1A	07/01/2017 to 06/30/2018	Principal, Paula Rickett, Teachers, Laurel Bowlin	No funding
				1B	07/01/2017 to 06/30/2018	Principal, Teachers, Instructional coaches	No funding
				1C	07/01/2017 to 06/30/2018	Principal, Teachers Instructional coaches	No funding
				2A	07/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Instructional coaches	No funding
				2B	07/01/2017 to 06/30/2018	Principal, Teachers,	No funding
				2C	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Instructional coaches	No funding
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding		
<b>Objective 1:</b> Collaborate to increase the writing readiness scores for Boston Elementary 5 <sup>th</sup> grade students from 37.0% in 2017 to 40.0% in 2018.	1. Review, Analyze, and Apply Data.	1A. Analyze 5 <sup>th</sup> grade writing data to identify needs of our students and our school.	School Report Card; Individual student reports (K-PREP)		\$0		
		1B. Create a visual representation of student writing data in the data room to be reviewed, analyzed, and monitored in PLC / Data meetings.	Writing data; Data Room		\$0		
		1C. Conduct data meetings with teachers and district instructional writing coach to facilitate an improvement in our writing scores at our school.	PLC agendas/minutes		\$0		
	2. Design, Align, and Deliver Support	2A. Schedule co-teaching days with the district writing instructional coach to offer support with writing, feedback, and enhancement of instruction.	Instructional coaches schedule.		\$0		
		2B. Schedule and facilitate regular writing scrimmages for 5 <sup>th</sup> grade students.	Scrimmage schedule; lesson plans		\$0		
		2C. Review writing lessons for each grade level and study student samples during PLC/Data Room meetings.	Lesson plans; PLC agenda/minutes		\$0		

6: Kindergarten Transition readiness

Goal 5: Increase the Kindergarten transition readiness scores for Boston Elementary students from 50.0% in 2017 to 53.0% in 2019.																																	
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Paula Rickett, Teachers, Dr. Ralph Johnson</td><td>No funding</td></tr><tr><td>1B</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers</td><td>No funding</td></tr><tr><td>1C</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers</td><td>No funding</td></tr><tr><td>2A</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Heather Stewart, Cymbree Crisologo, Robin Head</td><td>STC funds, Headstart</td></tr><tr><td>2B</td><td>07/01/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Heather Stewart</td><td>STC funds</td></tr><tr><td>2C</td><td>08/21/2017 to 06/30/2018</td><td>Principal, Teachers, Paula Rickett, Kim Creeekmore, Heather Stewart</td><td>No funding</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	07/01/2017 to 06/30/2018	Principal, Paula Rickett, Teachers, Dr. Ralph Johnson	No funding	1B	07/01/2017 to 06/30/2018	Principal, Teachers	No funding	1C	07/01/2017 to 06/30/2018	Principal, Teachers	No funding	2A	07/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Heather Stewart, Cymbree Crisologo, Robin Head	STC funds, Headstart	2B	07/01/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Heather Stewart	STC funds	2C	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Kim Creeekmore, Heather Stewart	No funding
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2C	08/21/2017 to 06/30/2018	Principal, Teachers, Paula Rickett, Kim Creeekmore, Heather Stewart	No funding																														
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																												
<b>Objective 1:</b> Collaborate to increase the Kindergarten transition readiness scores for Boston Elementary students from 50.0% in 2017 to 53.0% in 2019.	1. Review, Analyze, and Apply Data.	1A. Analyze Kindergarten transition readiness data to identify needs of our students and our school.	Brigance reports; Kindergarten transition data; School Report Card		\$0																												
		1B. Create a visual representation of student readiness data in the data room to be reviewed, analyzed, and monitored in PLC / Data meetings.	Brigance reports; Kindergarten transition data; Data Room		\$0																												
		1C. Conduct data meetings with preschool and Kindergarten teachers to bridge the gap from home to preschool and preschool to Kindergarten.	PLC agendas/minutes		\$0																												
	2. Design, Align, and Deliver Support	2A. Utilize STC (Save the Children), Bell-Whitley, and District resources to provide readiness materials to preschool teachers and parents/guardians to enhance student readiness.	STC portal; STC meeting agendas/materials;		\$13,500																												
		2B. Conduct Transition Meetings for preschool 3 times per year: once during the summer (prior to students entering preschool), once at mid-year, and once at the end of the school year (prior to summer break).	Transition meeting sign in sheets		\$13,500																												
		2C. Encourage preschool parents/students to participate in Family Reading and Family Math nights.	Family Night sign in sheets		\$0																												

## 2017-2018 Phase III: Executive Summary for Schools

### Phase III: Executive Summary for Schools

#### **Boston Elementary School**

Carolyn S Lawson  
3291 Highway 1804  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018

Status: Locked



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## Phase III: Executive Summary for Schools

### Executive Summary

#### 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?

Boston Elementary is a unique and wonderful educational facility nestled in the shadows of Pine Mountain in southern Whitley County. Boston Elementary School is home to 214 students of the Whitley County School District. While we are a Title I school with the majority of our students qualifying for free and reduced lunch, however, we do not focus on that. We strive to move forward and not let our status define us. To meet the needs of our students, we currently have 18 teachers (10 homeroom teachers, 3 special education teachers, 1 speech pathologist, 2 intervention specialists (1 Title I teacher & 1 RTA teacher), 1 Librarian/Media Specialist/Fine Arts teacher, and 1 Physical Education teacher), 6 instructional assistants, 2 Family Resource personnel, 1 secretary/bookkeeper, 3 custodians, 5 Food Service personnel, 1 school counselor, and 1 principal. Our current enrollment of 214 is made up of 112 male and 102 female students ranging from preschool to sixth grade. One unique feature of our school is that the preschool program is located in the same building as Kindergarten through sixth grade classrooms. This togetherness creates a sense of family and unity which supports a smooth transition for preschool students into the K-6 program at our school. Students at Boston Elementary are the focus of everything we do. Our goal is to educate, support, and love each and every student that enters our school. Our students come from backgrounds that are as different as the ever changing mountains that surround our campus. Each child enters with their own set of struggles and challenges that range from economic needs to educational needs. With that said, each child also brings with them their own strengths and dreams that range from being an excellent reader to dreaming of becoming a college graduate. It is our goal and desire to foster the needs and strengths of our students and to provide them the education that they will need to be successful. The staff experience at Boston Elementary is the key to the success of our students. Each teacher in our building is a highly qualified teacher. Of the 18 teachers, 17 are veteran teachers with teaching experience that ranges from 5 years to 29 years. Many Boston teachers have continued their education beyond Bachelor's and Master's degrees. The 1 who have less than 5 years is working tirelessly to become the best educator possible in her academic areas. There is no doubt that our entire teaching staff continues to improve and have an impact on the success of our students. Another unique feature of our school is that it is surrounded by a community that is caring and supportive in regards to the educational endeavors that our students are provided. Our community is often considered to be a low socio-economic area. While many of our students come from homes that are stricken with financial burdens, that does not stop our parents and stakeholders from supporting our school with their involvement. Each parent, grandparent, aunt, uncle, cousin, and community member celebrate the successes of Boston Elementary. The pride and dedication to this school from our community is remarkable. Our school and community are like one big family. We celebrate successes, address areas of need, and strive for improvement. The surrounding community is made up of former Boston students who remember a time when our school was in Needs Improvement, instead of a school of Distinction (a status that we achieved last year). That feeling of being on the bottom or not "as good as" other students drives the students, staff, and community to constantly seek new strategies, activities, and ideas that will promote the strengths and successes of our students, our school, and our community.

### ATTACHMENTS

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

## 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.

Boston Elementary is dedicated to the success of all students. We believe that all students have the right to an education that will prepare them for success in any endeavor that they embark upon. Students come first at Boston Elementary. Our implemented improvement phrase is "Choose To Make Changes, NOT Excuses". Too often students, as well as adults, want to make excuses for not reaching a goal or not being successful. That is why we have implemented this improvement phrase. This phrase is for students, teachers, and all staff at Boston Elementary. It serves as a constant reminder that we must work diligently each day to change things that are obstacles to our success. Our mission at Boston Elementary is to prepare every student to be successful in the 21st Century in his or her personal, academic, and professional life. That mission drives the instructional practices that we enforce in our classrooms each day. The vision of our school is that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in all content areas as well as in fine arts, physical education, health education, and career studies. Our programs are based on the mission and the vision statement. To foster success and to support our mission and vision, we participate in many programs that are focused on student improvement and increased student achievement. Our programs include 21st Century, Early Interventions in Reading (Read to Achieve teacher), Title I, RTI (Response To Intervention), a Gifted and Talented program, and the Save The Children (STC) program. The 21st Century Program provides before and after school programs that foster student success. One notable component of 21st Century is Homework Help, a before school program provided to eliminate one of our home-school barriers. Some parents are not able to help their children with homework because of academic differences, therefore the Homework Help program addresses that need. Students who are struggling with homework or can't get help at home with the content that they need to be proficient in are provided additional academic support from a certified teacher who works individually with the students on their specific needs. Our after school programs include Reading Coaching (an intense program that focuses on Kindergarten and First Grade students to ensure that they learn their sight words and become independent readers), Math club (a program that focuses on basic math skills, individualized instruction, and enrichment), Science club (a program that focuses on exposing students to the newly released science standards through experiments and hands on activities), and Skills and Drills (a program that is focused on students who have not reached proficiency in the areas of Math and Reading. It utilizes the computer based individualized program Study Island, IXL, Reading Eggs, and ABC Mouse to pinpoint and address the needs of the students). The Read To Achieve is an intense reading intervention program focused on primary students. Read To Achieve has two components: Reading Recovery and CIM (Comprehensive Intervention Model). Reading Recovery is an intense individualized program designed to accelerate reading growth in selected first grade students. CIM is a program geared toward utilizing reading strategies in a small group setting to enhance reading proficiency for intervention students. Title I services our students who are performing below the 30th percentile and Novice on MAP and STAR testing. The intervention specialist works with groups of students during Focused Instructional Groups and individually in small group settings. During the intervention sessions, the teacher pinpoints the needs of each student and works to address the needs of each student. The RTI (Response To Intervention) is a program that is established in each classroom. The classroom teachers address the needs of individual students through small group instruction and progress monitoring. As the teacher works with students, they are progress monitored each week to track progress. If progress is taking place, the student will eventually be exited from RTI. If progress is not taking place, the teacher will change intervention strategies, progress monitor further, or move that student to the next tier to be tested for special education. The Gifted and Talented program is in place to address the needs of those students who are classified as gifted and talented. Teachers provide services within the classroom to meet the

needs of these students. In addition, the Board of Education has also put into place an outreach program for gifted and talented. Each month, the Gifted and Talented Coordinator works with the gifted and talented students monthly on projects that provide enrichment for those students. Our staff, both at the school level and the district level, have high expectations for all students. We provide a learning environment that allows all students to reach their highest potential. We strive to foster an environment that nurtures the desire to improve every day. The staff is constantly analyzing data to eliminate gaps in academic achievement levels and implementing strategies that will continue to enhance the learning experiences of all students at Boston Elementary.

## **ATTACHMENTS**

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

### **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.

Our K-PREP scores are continuing to show improvements from 5 years ago. We had several notable achievements from the 2016-2017 K-PREP test. In addition, our Kindergarten readiness is also improving. Our 2016-2017 K-PREP data shows that our students performed well in the following areas: In 2017, we earned all of our Novice Reduction Point (100). **ACHIEVEMENT:** Reading (73.5 in 2017, an increase of 3.1 from 2016), Social Studies (70.4 in 2017, an increase of 2.4 in 2016), and Language Mechanics (60.4 in 2017, an increase of 6.4 in 2016). **GAP (Non-Duplicated Gap):** Reading (71.1, an increase of 2.5 from 2016), Social Studies (73.7, an increase of 1.3 from 2016), and Language Mechanics (56.4, an increase of 5.1 from 2016). **CATEGORICAL GROWTH:** Reading (75.0, an increase of 2.7 from 2016). **KINDERGARTEN READINESS:** Data shows that 50% of our students are entering kindergarten ready compared to the 50.1% of the state. While we made steady gains, our staff is working diligently to improve educational opportunities and increase the rigor of instruction in our classrooms. We are seeking an improvement in the achievement, gap and growth areas to maintain/increase our scores each year. Throughout the upcoming years, we will be implementing several changes to foster improved overall achievement. Some changes that are and will be implemented include: scrimmage testing, PLC meetings, data analysis, and continuing writing across the curriculum. We will continue to utilize our data room to maximize the benefits outcome it will have on student learning and student achievement. This room is used for analyzing all student data. We meet in the data room once a week to discuss data and make plans for improvement. Our 21st Century Program meets four times a week. Students are involved in activities that are fun and focus on learning. This program has been beneficial in improving test scores. Our Save The Children (STC) program/partnership is allowing us to provide quality resources to our students to promote literacy and the importance of family engagement activities as a way to ensure student improvement and success. Our Family Resource has implemented The Backpack program. Students are provided a backpack home with them on Friday full of healthy food that can be easily prepared; therefore students are not going hungry and are better prepared to learn.

## **ATTACHMENTS**

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

### **Additional Information**

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

Boston Elementary is a school that is dedicated to our students. We focus on improving the educational and student centered opportunities that are afforded to our students. One component of our school that is key to our success is our parent stakeholders. Our parent support is



paramount to the success of our students and our school. Parent involvement in our school is exemplified in such settings as parent teacher conferences, sporting events, academic events, parent engagement workshops, grade level transition meetings, family reading nights, family math nights, parent-school communication (via Class DoJo, remind, Blackboard connect, and our web page), and our school PTO. We are very fortunate to have the parent involvement and support that allows our students to benefit and experience success and improvement.

### **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2017-2018 Program Assurance Document**

### **Program Assurance Document**

**Boston Elementary School**  
Carolyn S Lawson  
3291 Highway 1804  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 02/27/2018  
Status: Locked

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## Program Assurance Document

Assurances must be completed, submitted and approved by midnight February 28, 2018.

### Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

## Writing Program Assurances

*(Required by all schools, elementary, middle and high)*

1. All students will be recipients of writing instruction/experiences throughout the school year.

- ☒ Yes
- ☐ No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- ☒ Yes
- ☐ No

3. Students will write for a variety of audiences and purposes throughout the school year.

- ☒ Yes
- ☐ No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- ☒ Yes
- ☐ No

## Global Competency/World Languages Program Assurances

(Required for **middle and high schools only**. Elementary schools should respond with N/A.)

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- ☐ Yes
- ☐ No
- ☒ **N/A**

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- ☒ **Yes**
- ☐ No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- ☒ **Yes**
- ☐ No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- ☒ **Yes**
- ☐ No

## Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ☒ Yes
- ☐ No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ☐ Yes
- ☐ No
- ☒ N/A

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- ☒ Yes
- ☐ No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- ☒ Yes
- ☐ No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- ☒ Yes
- ☐ No

## Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ☒ Yes
- ☐ No

2. At the high school level, a variety of courses are offered that to fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ☐ Yes
- ☐ No
- ☒ N/A

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- ☒ Yes
- ☐ No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- ☒ Yes
- ☐ No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- ☒ Yes
- ☐ No

## K-3 Assurances

(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- ☒ Yes
- ☐ No
- ☐ N/A

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- ☒ Yes
- ☐ No
- ☐ N/A

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- ☒ Yes
- ☐ No
- ☐ N/A

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- ☒ Yes
- ☐ No
- ☐ N/A

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- ☒ Yes
- ☐ No
- ☐ N/A

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- ☒ Yes
- ☐ No
- ☐ N/A


7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- ☒ Yes
- ☐ No
- ☐ N/A

8. A continuous improvement process is in place for the K-3 program.

- ☒ Yes
- ☐ No
- ☐ N/A

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 SBDM signature sheet	Signature sheet of SBDM members verifying that the assurances were approved by the council.	



Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	75.50%	80.00%	80.00%	90.00%
Working Conditions -- Community Engagement and Support	94.50%	94.50%	94.50%	94.50%
Working Conditions -- School Leadership	84.00%	84.00%	84.00%	90.00%
Percentage of New and KTIP Teachers	0.00%	1.00%	1.00%	1.00%
Percentage of Teacher Turnover	7.00%	7.00%	7.00%	7.00%
<b>Additional School Measures (Optional)</b>				
Example: Overall Effectiveness of Teachers and Leaders (not required)				
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)				

# School Council Signature Page

The members of the SBDM Council at Boston Elementary confirm by the signature(s) below that

1. We reviewed and approved on the eProve Assurances as required.

Principal's Signature: Carolyn Louison Date 1-9-18

School Based Decision Making Council Members' Signatures:

Hellen Rodden, teacher Date 1-9-18

Mary Hootlip, teacher Date 1-9-18

Chris Jhu, teacher Date 1-9-18

Sabell McHenry, parent Date 1-9-18

Duffany Leach, parent Date 1-9-18

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