

2018-2019 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 09/28/2018
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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

An analysis of the TELL Kentucky Survey revealed that Teacher Leadership and Managing Student Conduct are two areas that have been identified as needing improvement. Addressing the area of Teacher Leadership is essential for improving our school. In order for our school to be successful, our teachers must be a vital part of school leadership and the decision making process. To begin improvement in this area we will diversify and make available to teachers the opportunity to step into leadership roles. For example: establish committees that are lead by teachers to allow them to exercise their leadership abilities and afford teachers the opportunity to influence decision making by communicating committee findings/ideas/suggestions at PLC meetings, SBDM meetings, and teachers' meetings; promote and schedule teacher led professional development/instructional strategy sessions during teachers'/PLC meetings that will enable teachers to share skills and strategies with colleagues (ex. integrating digital learning, promoting positive classroom behavior ideas, tips on utilizing programs within our building such as IXL , Study Island, parent communication strategies); and recognize teacher accomplishments. Addressing the area of Managing Student Conduct is crucial to ensure that our school environment is safe, orderly, and conducive to learning and student success. To accomplish success in this area, the school administrator and the teachers will revisit and revise the school rules. Once a list is collaboratively agreed upon, the conduct expectations will be posted around the school, shared with students, parents, and staff, and placed in student binders. The school administrator will also incorporate student conduct reviews during PLC meetings to ensure that conduct concerns are discussed and addressed. Managing Student Conduct issues is also a gateway to parent communication. Through these interactions, we will be able to improve and promote our home-school relationships.

ATTACHMENTS

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Part II:

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

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 selected in a variety of ways: volunteers, parent recommendations, teacher recommendations, and parent elections (SBDM parents are voted on by other parents). Stakeholders are informed of their roles depending on the setting of our collaboration. For example, if the venue is a SBDM meeting, then stakeholders either serve as a parent representative or as a member of the meeting audience. If the setting is a parent workshop or conference, the shareholder role would be that of an educational partner working with school staff to ensure student and school success. The schedule for SBDM council meetings and events are established to ensure that all parents have ample opportunity to participate. The process will be implemented through committee meetings, surveys, SBDM meetings, and PTO meetings. To ensure effectiveness, stakeholder input will be documented during SBDM meetings in the SBDM minutes.

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BOSTON ELEMENTARY Achievement Gap Group Spreadsheet

Gap Group/Total number of students	Percentage of Total School Population
2017-2018 Economically Disadvantaged / 97	83.60%
2017-2018 Gap Group / 116	55.50%

Boston Elementary 2018-2019

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Increase the average combined reading and math proficiency rates for all students in the gap group (free-reduced) for Boston Elementary from 60.8% in 2018 to 65.5% in 2019.</p>	<p>1. Review, Analyze, and Apply Data 2. Design, Align, and Deliver Support</p>	<p>1. Examine/Analyze data, PLC supports, utilize data room, provide analysis support, provide support for planning instruction 2. Support/provide professional learning opportunities, provide enrichment through 21st CCLC & STC, provide RTI support, provide intervention supports for both reading and math, provide support with Kentucky Academic Standards in Science, and provide technology based support for implementation and utilization of programs</p>	<p>Principal, Teachers, WCBOE personnel, STC personnel</p>	<p>Weekly PLC/Data meetings; School and District level reports; State, District, & Local assessment data</p>	<p>RTA -- \$50,000 STC -- \$135,000 21st CCLC -- \$35,000 Instructional -- \$4,000 Steele-Reese -- \$35,000</p>

2018-2019 Phase Two: School Safety Report

Phase Two: School Safety Report

Boston Elementary School
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3291 Highway 1804
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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

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

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

Yes

ATTACHMENTS

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

ATTACHMENTS

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3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

ATTACHMENTS

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

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

Yes. 5/2/18

ATTACHMENTS

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Please provide the date the school completed this discussion.

Yes. 8/24/18

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

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

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

Yes

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

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

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

Yes

ATTACHMENTS

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2018-2019 Phase Two: School Assurances

Phase Two: School Assurances

Boston Elementary School
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3291 Highway 1804
Williamsburg, Kentucky, 40769
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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Professional Development

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

Boston Elementary does not have any teachers who are not highly qualified.

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Title I Application

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

- Yes
- No
- N/A

COMMENTS

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Paraeducators

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

- Yes

- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

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

- Yes
- No
- N/A

COMMENTS

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2018-2019 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Boston Elementary School
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United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Our 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 in weekly PLC data meetings. School staff in collaboration with the district staff meet weekly in PLC meetings. During the meetings, we address our area of need, review current student performance data, and strategically plan out how we will address the needs of each student and our school as whole. We focus on continuous improvement by following the PDSA (Plan-Do-Study-Act) Protocol.

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Current Academic State: -39% of our students scored proficient in Reading compared to the state average of 37%. -41% of our students scored proficient in Math compared to the state average of 33%. -17% of our students scored distinguished in Social Studies compared to the state average of 12%. -38% 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 (including primary talent pool) identified has increased from 32 in 2017 to 35 in 2018. -The number of Homeless students identified has decreased from 14 in 2017 to 12 in 2018. -The number of students identified as Special Education has increased from 46 in 2017 to 61 in 2018. -The ratio of Student -to-internet connected instructional computer decreased from 1.9:1 in 2017 to 1:1 in 2018.

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Priorities/Concerns

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

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

-78.3% of our 5th grade students scored below proficiency in Writing. -15.5% of our students scored distinguished in Math in 2018 compared to 13.3% in 2017. A very slight improvement; however, we must continue to move students to the distinguished category to improve our growth. -There was an increase in students in the non-duplicated gap group scoring novice in Math (9.5% in 2018 compared to 9.3% in 2017). -27.6% of our students scored distinguished in Reading in 2018 compared to 27.4% in 2017. A very slight improvement; however, we must continue to move students to the distinguished category to improve our growth. -There was a decrease in students in the non-duplicated gap group scoring distinguished in Reading (26.8% in 2018 compared to 27.8% in 2017). Our focus last year was to reduce the number of students scoring novice and increase the percent of students scoring proficiency. We now realize that we need to enrich, challenge, and personalize learning for our proficient students and move them to the distinguished category.

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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?

-78% of our 5th grade students scored below proficiency in Writing. -17.2% of our students scored distinguished in Math in 2018 compared to 13.3% in 2017. We are seeing a slight improvement in math; however, the improvement is not at a rate that we can be content with. -There was an increase in students in the non-duplicated gap group scoring novice in Math (11.3% in 2018 compared to 9.3% in 2017).

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

After analyzing data trends from the previous two academic years, we have identified the following academic areas for improvement. One area is increasing student growth in Reading and Math. While we are performing well, we need to continue to move students out of Novice and Apprentice to Proficient. In addition, we need to move more students from Proficient to Distinguished. Another academic area of need is Writing. Over the last two academic years, we are seeing little to no improvement in the area of Writing. In 2018, 78% of our students were scoring below proficiency. In addition, we have discovered that 0% of our students scored Distinguished in Writing. In Math, we see that while only 9.5% of our students scored Novice; only 15.5% scored Distinguished. Our challenge will be to move students from novice and apprentice to proficient and to move proficient students to distinguished. Our focus will be on the key core work process of Design and Deliver Instruction. We plan to improve instruction to provide the rigor needed for students to reach proficiency.

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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%.

-39% of our students scored proficient in Reading compared to the state average of 37%. -41% of our students scored proficient in Math compared to the state average of 33%. -36% of our students scored proficient in Science on the 2018 K-PREP test. -17% of our students scored distinguished in Social Studies compared to the state average of 12%. -44% of non-duplicated gap students scored proficient on K-PREP Reading.

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ATTACHMENT SUMMARY

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2018-2019 Phase Three: Executive Summary for Schools

Phase Three: Executive Summary for Schools

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

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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 200 students of the Whitley County School District. While we are a Title I school with 83.6% of our students considered economically disadvantaged (qualifying for free and reduced lunch), 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 19 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/VPA 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 200 is made up of 109 male and 91 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 experience level of the staff at Boston Elementary is the key to the success of our students. Each teacher in our building is a highly qualified teacher. Of the 19 teachers, 14 are veteran teachers with teaching experience that ranges from 5 years to 26 years. Many Boston teachers have continued their education beyond Bachelor's and Master's degrees. Those who have less than 5 years are working tirelessly to become the best educator possible in their 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 an economically disadvantaged 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 not progressing. 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. We are very fortunate to have the parent and community support that we do. Boston Elementary is truly a treasure of our community.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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. Too often students, as well as adults, want to make excuses for not reaching a goal or not being successful. That is why we strive to instill a sense of grit and never give up in our students, staff, and community. We constantly remind our students that they 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

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

One of our most notable achievements for the 2018 testing window is our school's designation. We are very proud to say that we were an OTHER designation. We did not fall into the CSI or TSI areas. Our 2017-2018 school profile showed the following data: Proficiency: 81.3, Separate Academic Indicator: 68.3; and Growth: 17.8. In all these areas, we were above the cut scores which enabled us to be designated as an OTHER school. Our three year data analysis has shown both improvements and areas for improvement. While we have seen improvements over the last several years, in 2017-2018 we did see a slight drop in our overall score in all areas. With that said, within the content areas, we did see some improvements. In our 2018 math, we had 15.5% of our students score distinguished compared to 13.4% in 2017. In our 2018 writing, we had a decrease in the percentage of students scoring novice, 4.2% novice in 2018 compared to 11.1% in 2017. In our 2018 science, we had 44.4% of our students score proficient/distinguished. In addition, our Kindergarten readiness also showed an improvement. Our 2018 data showed 43.8% ready compared to 33.3% in 2017. Our 2017-2018 K-PREP data shows that our students score better in reading (65.5% proficient/distinguished) than in our other content areas. While we did see a dip in our scores, our staff is working diligently to improve educational opportunities and increase the rigor of instruction in our classrooms. We are seeking an improvement in Proficiency, Separate Academic Indicator, and Growth areas to maintain or increase our scores each year. Throughout the upcoming years, we will be implementing several changes to foster improved overall performance. Some changes that are and will be implemented include: increasing our focus on literacy to enable literacy rich classroom environments, 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. The Save the Children in school and after school programs will be utilized throughout the year to increase student achievement with a focus on reading and the various genres to cross all content areas. Our Family Resource Center 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. In addition, the Family Resource Center continually works with our community partners to provide and meet the needs of our economically disadvantaged students.

ATTACHMENTS

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Additional Information

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

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 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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools

Phase Three: Comprehensive Improvement Plan for Schools

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

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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

N/A

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)
 2018-2019 Boston Elementary Comprehensive Improvement Plan	2018-2019 Boston Elementary Comprehensive Improvement Plan	

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1:

Increase the combined reading and math percentage of proficient/distinguished students from 61.2% in 2018 to 85.0% by 2021.

Which **Strategy** will the district use to address this goal?
(*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.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen?
(*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	09/01/2018 to 06/30/2019	Principal, Teachers Paula Rickett, Instructional Coaches	No funding
1B	09/01/2018 to 06/30/2019	Principal, Teachers Paula Rickett, Instructional Coaches	No funding
1C	07/10/2018 to 06/30/2019	Principal, Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne	\$10,000
1D	08/21/2018 to 06/30/2019	Principal, Paula Rickett, Instructional Coaches	No funding
2A	08/01/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Dr. Johnson	No funding
2B	08/21/2018 to 06/30/2019	Principal, Teachers	No funding
2C	08/21/2018 to 06/30/2019	Principal, Paula Rickett, Instructional Coaches	No funding
2D	08/21/2018 to 06/30/2019	Principal, Paula Rickett, Instructional Coaches	No funding
3A	07/01/2018 to 06/30/2019	Principal, Paula Rickett, Kim Creekmore	No funding
3B	07/01/2018 to 06/30/2019	Principal, Paula Rickett, Heather Stewart	No funding
3C	08/21/2018 to 06/30/2019	Principal, Paula Rickett, Laurel Bowlin	21 st CCLC grants
3D	08/21/2018 to 06/30/2019	Principal, Paula Rickett, Dr. Ralph Johnson	No funding
3E	08/14/2018 to 06/30/2019	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds
3F	07/10/2018 to 06/30/2019	Principal, Paula Rickett	No funding
3G	07/10/2018 to 06/30/2019	Principal, Paula Rickett	No funding
3H	07/01/2018 to 06/30/2019	Principal, STC staff,	STC funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>Increase the combined reading and math percentage of proficient/distinguished students from 61.2% to 69.2% in 2019.</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 create a literacy rich school environment. Teachers will 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 through the use of materials such as iReady writing for grades 4 and 5, Wordly Wise for grades K-6, Scholastic Magazine for grades 3 and 4, Zaner-Blouser handwriting for grades 2-6, Time magazine for grade 6, leveled readers, and library books. Incorporate diverse activities to also address the needs of the Gifted and Talented students.	Student samples; school level monitoring		\$10,000
		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; data room		\$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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	3. Design, Align, and Deliver Support	3A. Support teachers through professional learning opportunities in 21 st 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. In collaboration with Save the Children, provide enrichment and clubs to students that focus on academics, physical fitness, and leadership through 21 st Century Community Learning Centers; Provide parent engagement activities through 21 st Century Community Learning Centers to engage parents/guardians in their child's learning and achievement goals.		21 st CCLC schedules, STC 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 (STC). Utilize the resources that STC provided to enhance student learning and student achievement. Also, through the STC program provide activities such as grade level meetings and parent engagement activities to support our students.		Meeting sign in sheets; STC portal; site visits; STC meetings and conference calls		\$5,000	

2: Separate Academic Indicator

Goal 2 :

Increase the percentage of students scoring proficient/distinguished in science from 44.4% in 2018 to 65.0%; in social studies from 50.0% to 75.0%; and in writing from 20.8% to 45.0% in 2021.

Which **Strategy** will the district use to address this goal? *(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.)*

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(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.)*

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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	09/01/2018 to 06/30/2019	Principal, Teachers Paula Rickett, Instructional Coaches	\$10,000
1B	07/01/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Kevin Anderson	No funding
1C	07/01/2018 to 06/30/2019	Principal, Teachers, Instructional Coaches	No funding
1D	08/21/2018 to 06/30/2019	Principal, Teachers	No funding
2A	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett,	No funding
2B	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Laurel Bowlin	2st CCLC grant
2C	08/21/2018 to 06/30/2019	Principal, Teachers	No funding
2D	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Instructional Coaches	Instructional funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in science to 51.1%; in social studies to 58.3%; and in writing to 28.9% in 2019.	1. Design and Deliver Instruction	1A. Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in each area: Science (NGSS), Social Studies, & Writing. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as iReady writing for grades 4 and 5, Wordly Wise for grades K-6, Scholastic Magazine for grades 3 and 4, Zaner-Blouser handwriting for grades 2-6, Time magazine for grade 6, leveled readers, and library books to increase student achievement.	School Report Card and PLC agendas		\$10,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>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 to enhance content instruction and to monitor student progress. Incorporate diverse activities to also address the needs of the Gifted and Talented students.</p>	Program reports		\$0
		<p>1C. Conduct scrimmage testing in each of the content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance.</p>	Student samples; school level monitoring; District Instructional Coaches		\$0
		<p>1D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction in science, social studies, & writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.</p>	Walkthrough documentation; classroom & common assessment data; data room		\$0
	2. Review, Analyze, and Apply Data	<p>2A. Examine student data including K-PREP, MAP, STAR, and common assessment data in content areas to identify gaps and make necessary adjustments.</p>	School Report Card, Pearson Reports; MAP & STAR Reports; district reports		\$0
		<p>2B. Update student data and utilize student data in data room. Update the visual representation of student data on cards when applicable and adjust accordingly throughout the year. Add Writing data in the data room to monitor it throughout the year. Study the displayed data to address identified needs.</p>	MAP Growth reports; Data Wall		\$0
		<p>2C. Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas.</p>	Assessment reports; classroom assessment data		\$0
		<p>2D. Provide support and training with research-based best practices for science, social studies, 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>	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedules		\$0

3: Gap

Goal 3:

Increase the average combined reading and math proficiency rates for all students in the Gap Group (Economically Disadvantaged) from 60.8% in 2018 to 75.0% in 2021.

Which **Strategy** will the district use to address this goal? *(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.)*

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(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.)*

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- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	09/01/2018 to 06/30/2019	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	No funding
1B	07/01/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper	McKinney-Vento Grant
1C	07/01/2018 to 06/30/2019	Principal, Paula Rickett,	No funding
2A	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Instructional Coaches	No funding
2B	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Heather Stewart	RTA grant
2C	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Kim Creekmore	Title I
2D	09/04/2018 to 06/30/2019	Principal, Paula Rickett, Laurel Bowlin, Ginger Downs	2st CCLC grant
2E	08/01/2018 to 06/30/2019	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds
2F	07/01/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Kim Creekmore, Instructional Coaches	No funding
2G	08/21/2018 to 06/30/2019	Principal, Paula Rickett, Dr. Ralph Johnson	IDEA funds
2H	07/01/2018 to 06/30/2019	Principal, Paula Rickett, Heather Stewart	STC funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>To collaborate to increase the averaged combined reading and math proficiency ratings for all students in the Economically Disadvantaged gap group for Boston Elementary from 65.5% to 69.3% in 2019.</p>	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
		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 STC staff		\$0
		2B. Provide reading intervention services in small groups (focused instructional groups), individually, or in collaboration 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 st Century Community Learning Centers and Save the Children (STC); Provide parent engagement activities through 21 st Century Community Learning Centers in collaboration with Save the Children (STC) to engage parents/guardians in their child's learning and achievement goals.	21 st CCLC schedules, STC schedules, reports, and sign in sheets		\$35,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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
		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 meetings and parent engagement activities to support our students.	Parent meeting sign in sheets; STC portal; site visits; STC meetings and conference calls		\$5,000

4: Graduation rate

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5:

Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 17.8 in 2018 to 23.8 by 2021.

Which **Strategy** will the district use to address this goal? (*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.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	09/01/2018 to 06/30/2019	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	No funding
1B	07/01/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper	McKinney- Vento Grant
1C	07/01/2018 to 06/30/2019	Principal, Teachers	No funding
2A	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett,	No funding
2B	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Laurel Bowlin, Ginger Downs	2st CCLC grant
2C	08/21/2018 to 06/30/2019	Principal, Teachers	No funding
2D	08/21/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Kevin Anderson	Instructional funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 17.8 in 2018 to 19.8 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
		2A.	PLC agendas/minutes; Data		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	2. Design, Align, and Deliver Support.	Monitor identified students' progress in weekly PLC & Data meetings.	wall; watch lists		
		2B. Provide opportunities for enrichment and clubs to enhance student learning and growth that focus on academics, physical fitness, and leadership through 21 st Century Community Learning Centers. Also, provide parent workshops/engagement opportunities during each session.	21 st 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

6: Transition Readiness

Goal 6:

Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 74.8 in 2018 to 84.8 in 2021.

Which **Strategy** will the district use to address this goal? (*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.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	07/01/2018 to 06/30/2019	Principal, Paula Rickett, Teachers	No funding
1B	07/01/2018 to 06/30/2019	Principal, Teachers	No funding
1C	08/01/2018 to 06/30/2019	Principal, Teachers Instructional coaches	No funding
2A	08/01/2018 to 06/30/2019	Principal, Teachers, Paula Rickett, Instructional coaches	No funding
2B	07/01/2018 to 06/30/2019	Principal, Teachers,	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of student who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 74.8 in 2018 to 78.1 in 2019.	1. Review, Analyze, and Apply Data	1A. Analyze proficiency and separate academic indicators 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 data in the data room to be reviewed, analyzed, and monitored in PLC / Data meetings.	Data; Data Room visuals		\$0
	2. Design, Align, and Deliver Support	1C. Conduct data meetings with teachers and district instructional coaches to facilitate an improvement in our proficiency and separate academic indicator scores.	PLC agendas/minutes		\$0
		2A. Schedule co-teaching days with the district instructional coaches to offer support with lessons, feedback, and enhancement of instruction.	Instructional coaches schedule.		\$0
		2B. Schedule and facilitate scrimmage testing to prepare students and to analyze data to implement instructional improvements.	Scrimmage schedule; lesson plans		\$0

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (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.)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (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.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Group Spreadsheet 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 strives to create an environment that centers on interpersonal relationships, teaching and learning practices and organizational structures that promote a positive school climate. Our school culture promotes encouraging and positive working relationships and beliefs among our staff members to nurture our students. We advocate for an environment that is conducive to student learning, student/school safety, and fosters high-quality relationships among students and teachers. Our school is a welcoming, safe environment for students, teachers, parents, and stakeholders. We pride ourselves on nurturing our students both academically and as individuals. All students and staff members have access to the academic support and services they may need to succeed. Our gap population is no exception. We have intentional strategies in place to meet the needs of our Economically Disadvantaged group. We have in place such strategies as, but not limited to, Focused Instructional Groups, weekly data reviews, weekly PLC meetings to focus on the gap groups population, interventions for low performing students, and after school programs. The school fosters the needs of all students, including our Economically Disadvantaged gap population.

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, our gaps have increased in reading, math, social studies, and writing. Deeper analysis of each content area, revealed that our male student population did show an increase in the areas of reading and math. In Reading, the male population improved from 32.2% distinguished in 2017 to 35.6% distinguished in 2018. In Math, the male population improved from 10.8% distinguished in 2017 to 15.3% in 2018. In Writing, we did see a decrease in the percent of students scoring novice 11.1% in 2017 compared to 4.2% novice in 2018.

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

Based upon the analysis of the gap data, our school has shown improvement in gap groups in reading, math, and writing. Deeper analysis of each content area, revealed that our male student population did show an increase in the areas of reading and math. In Reading, the male population improved from 32.2% distinguished in 2017 to 35.6% distinguished in 2018. In Math, the male population improved from 10.8% distinguished in 2017 to 15.3% in 2018. In Writing, we did see an decrease in the percent students scoring novice 11.1% in 2017 compared to 4.2% novice in 2018. While our largest gap group, Economically Disadvantaged, did not show an improvement, we will be targeting this group in the 2018-2019 school year.

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

Based upon the analysis of the gap data, we have identified the following gap groups and content areas where Boston has lacked progression or regressed in reading, math, social studies, and writing. **READING:** Our reading score showed a decrease in ALL students scoring proficient/distinguished from 73.2% in 2017 to 65.5% in 2018. In reading, our male gap group showed a decrease in students scoring proficient/distinguished from 75.4% in 2017 to 69.5% in 2018. Our female gap group showed a decrease in students scoring proficient/distinguished from 70.2% in 2017 to 61.3% in 2018. Our economically disadvantaged gap group showed a decrease in students scoring proficient/distinguished from 72.2% in 2017 to 64.9% proficient/distinguished in 2018. Our disability gap group did show a decrease in students scoring proficient/distinguished from 82.9% in 2017 to 81% in 2018. **MATH:** Our math score showed a decrease in ALL students

scoring proficient/distinguished from 60.7% in 2017 to 56.9% in 2018. In math, our male gap group showed a decrease in students scoring proficient/distinguished from 66.2% in 2017 to 61.1% in 2018. Our female gap group showed a decrease in students scoring proficient/distinguished from 53.2% in 2017 to 52.6% in 2018. Our economically disadvantaged gap group showed a decrease in students scoring proficient/distinguished from 57.8% in 2017 to 56.7% proficient/distinguished in 2018. Our disability gap group did show a decrease in students scoring proficient/distinguished from 85.4% in 2017 to 71.4% in 2018. SOCIAL STUDIES: Our social studies score showed a decrease in ALL students scoring proficient/distinguished from 70.3% in 2017 to 50.0% in 2018. In math, our economically disadvantaged gap group showed a decrease in students scoring proficient/distinguished from 68.4% in 2017 to 38.9% proficient/distinguished in 2018. WRITING: Our writing score showed a decrease in ALL students scoring proficient/distinguished from 37.0% in 2017 to 20.8% in 2018. In writing, we were not able to conduct a direct comparison of the gap groups due to the lack of data (in the content area, we did not have 10 or more students in gap group areas to compare from year to year.)

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

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

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?). Another factor that has prevented us from closing existing and persistent achievement gaps is student attendance. Chronic absenteeism directly impacts the progress of some of our students. To combat this issue, we make contact with those students' families daily to inquire about the absences. If phone contact is not secured, we work with our family resource center who will go on home visits to inquire about the absence and who will provide transportation to school if that is a cause for the absence. We, along with the district, have intentionally targeted attendance this year. Our goal is to improve our attendance to 95% for the school year.

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 SBDM (Site Based Decision Making Council) meetings each month. All teachers, leaders, and other stakeholders are encouraged to attend SBDM meetings and school events such as parent-teacher conferences, and family engagement activities. 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; Genia Rose, 1st grade teacher; Amy Walters, 2nd grade teacher; Tammy Fuson, 3rd grade teacher; Ashley Osborne, 4th grade teacher; Mary Haddix, 4th grade teacher; Chris Johnson, 5th grade teacher; Amanda Head, 5th grade teacher; Heather Roaden, 6th grade teacher; Ginger Downs, RTA/CIM intervention teacher; Lucinda Daniels, Title 1/math intervention teacher(Steele-Reese grant); Eric Douglas, special needs teacher; Eugenia Dunn, special needs teacher; Austin Horn, special needs teacher; Tiffany Smith, 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; John Siler, Superintendent; 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; Save the Children community engagement specialist; Susan Anderson, SBDMC parent member; Melissa Chitwood, SBDMC parent member; Tonya Bell, PTO president; Brittany Anglemyer, PTO secretary; Joann McGhee, PTO liaison & PAVE volunteer.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Measurable goals are attached.

ATTACHMENTS

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

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

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

The Closing the Achievement Gap Summary 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)
 2018-2019 Achievement Gap Group Identification Spreadsheet	2018-2019 Achievement Gap Group Identification Spreadsheet	III
 2018-2019 Closing the Achievement Gap Spreadsheet	2018-2019 Closing the Achievement Gap Spreadsheet	III

2018-2019 Phase Three: Title I Annual Review

Phase Three: Title I Annual Review

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

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

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

Comprehensive Needs Assessment

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

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

The needs assessment process at our school is very effective in identifying our areas of need. We utilize the results of the K-PREP assessment in addition to classroom data, the school report card, MAP data, IOWA (K-2), STAR, STAR Early, Brigance data, our previous year's CSIP, attendance rate, economically disadvantaged student data, and the KY TELL survey. Reading did have a slight drop in students scoring proficient/distinguished (73.2% in 2017 to 65.5% in 2018), however, we were only 2 percentage points away from our target (67.5). Through careful analysis, we found that math, social studies, and writing are areas of need for our school. We have pinpointed these areas due to the data analysis that we completed. For Math, we found that we had a decrease in students scoring proficient/distinguished (60.7% in 2017 to 56.9% in 2018, 4.9 points away from our 61.8 target). For social studies, we had a decrease in students scoring proficient/distinguished (70.4% in 2017 to 50.0% in 2018, 20.9 points away from our 70.9 goal). For writing, we also had a decrease in students scoring proficient/distinguished (37.0% in 2017 to 20.8% in 2018, 36.7 points away from our 57.5 goal). We will utilize every possible resource to improve our students achievement this upcoming year. In addition, Title I funds are 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 and will continue to use 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 beneficial to our students. The focus groups allows 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. We will also implement the many aspects of the Striving Readers Comprehensive Literacy Grant that our district was awarded to increase the literacy environment in our classrooms and building.

ATTACHMENTS

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

Schoolwide Plan

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

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

The schoolwide CSIP plan was implemented as written. We will continue to follow our CSIP to move our school forward. Our focus is on the following key core work processes: Design and Deliver Instruction; Review, Analyze, and Apply Data, and Design, Align, and Deliver Support. 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. In addition, Title I funds supported student achievement through increased activities, strategies, staffing decisions, professional development opportunities, and resources. We are certain that we have effective strategies in place to enable our school and our students to show improvement for the upcoming school year. To prevent an other drop in student scores, we will be diligently monitoring and intentionally reviewing our schoolwide plan in our weekly PLC/data meetings.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

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

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 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 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. Our Family Resource Center is another valuable asset that we rely on to enable us to stay better connected to our families.

ATTACHMENTS

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

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

Changes that we will incorporate next year include a possible time change for our family engagement program. We will plan to offer events/programs at various times to hopefully accommodate more parents. We will plan to have some events right after school, some later (for example, starting at 6 PM), some on Friday nights, and possible some Saturday events. Our goal is to work closely with our families to meet their needs and to ensure that they are able to participate in the events. We will also continually seek input and suggestions from our parents through a variety of formats: surveys, parents texts, emails, conversations during events and meetings, etc.

ATTACHMENTS

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

Evaluation of the Schoolwide Program

Rationale:

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

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

To evaluate the schoolwide program at Boston Elementary, we analyze K-PREP data, MAP data, STAR data, STAR Early, IOWA data, Brigance, classroom data, and the KY TELL survey results. We carefully dissect the data to determine our needs as a school and to identify the students in need. Once we have a breakdown of data, we begin to search for underlying issues/causes during our weekly PLC/data meetings. Our meetings focus on both academic and non-cognitive data. We also follow the PDSA cycle (Plan, Do, Study, Act) which allows us to specifically identify issues, develop a plan for improvement, and then evaluate the effectiveness. In addition to our PLC meetings, we have teachers' meetings, monthly Site Based Decision Making Council meetings, PTO meetings, parent/teacher conferences, and family engagement activities where we discuss our schoolwide plan.

ATTACHMENTS

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

Based on evaluation results, the most effective components of the schoolwide program were our strategies and activities. Particularly those that focused on the key core work process of reviewing, analyzing, and applying data. While our goals and objectives were also effective, we simply did not met those targets. We have since worked very diligently to increase our rigor in the classroom, increase the resources available for students and teachers, and increase our attention on addressing underlying issues, such as attendance concerns and student/family needs.

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

Moving forward, we will have an intentional focus on all content areas reading, math, social studies, science, and writing to improve our student achievement. Our focus will be to increase our instructional rigor, to more intently address the needs of individual students, and to continually analyze, reflect, and adjust instruction to foster progress towards proficiency. We will implement additional resources that have been made available to us through the Striving Readers Comprehensive Literacy Grant awarded to our district. We look forward to utilizing the following resources to foster an improvement in student achievement: iReady writing for our 4th and 5th grade classes to improve our writing scores; Wordly Wise for all grades K-6 to improve vocabulary; Scholastic magazine for grades 3 and 4; Zaner-Blouser handwriting for grades 2 and 3; Time Magazine for 6th grade; leveled reads; library books for all grades; and our design collaboratives for all grades - the LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative).

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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