



2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Carolyn Lawson -- September 9, 2020



2020-21 Phase Two: The Needs Assessment for Schools

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Boston Elementary School
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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school 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 conduct our district/school team meetings in our weekly PLC (Professional Learning Community) meetings. During the weekly PLC meetings, we address our area(s) of need, review current student performance data, and strategically develop a plan outlining how we will address the needs of each student and our school as a whole. We focus on continuous improvement by following the PDSA (Plan-Do-Study-Act) protocol. Our PLC agendas note our discussions, concerns, plans, and celebrations. Our school team includes all certified staff in our building (Carolyn Lawson, principal; Janel Cupp, Genia Rose, Lucinda Daniels, Tammy Fuson, Amy Walters, Mary Haddix, Chris Johnson, Heather Roaden, Angela Bowlin, Michael Clemens, Ginger Downs, Maria Johnson, Maylan Branham, Tacy Boles, Tiffany Smith, Lashea Myers). Our district team includes all members of the WCBOE instructional team (Paula Rickett, Deputy Superintendent; Kim Creekmore, Ruth Osborne, Heather Stewart, Laurel Bowlin, Tammie Baird, Kellie Anderson). Our SBDM members include Carolyn Lawson, Chris Johnson, Maylan Branham, Janel Cupp, Tonya Bell-parent, Susan Anderson-parent).

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

CURRENT ACADEMIC STATE (data utilized is from 2018-2019 since state testing was waived for the 2019-2020 school year): Our 2018-2019 K-PREP overall score was a 75.5, with a Four Star Rating. The test data indicator scores are as follows: PROFICIENCY 86.7 (high), SEPARATE ACADEMIC INDICATORS 72.7 (high), and GROWTH 66.4 (high). Our school percent of proficient/distinguished data indicates that we are slightly below our district rate, but slightly higher than the state rate when comparing our school, our district, and the state. In Reading, our school performed at 67.3% which is lower than the district rate of 68.5% by 1.2%; but higher than the state rate of 54.6% by 12.7%. In Math, our school performed at 68.1% which is higher than the district rate of 62.1% by 6%; and higher than the state rate of 48.6% by 19.5%. In Science, our school performed at 32.4% which is lower than the district rate of 45.8% by 13.4%; but higher than the state rate of 31.7% by 0.7%. In Social Studies, our school performed at 61.1% which is lower than the district rate of 69.2% by 8.1%; but higher than the state rate of 53.0% by 8.1%. In Writing, our school performed at 50.0% which is lower than the district rate of 54.2% by 4.2%; but higher than the state rate of 46.7% by 3.3%. Our K-PREP DATA FORECAST provided to us by KASC indicates that we could possibly see some increases and some decreases. The forecast suggests that we could see increases in

Reading % Proficient & Distinguished for all tested students over the next few years from our current rate of 67.3% (2020 %Proficient & Distinguished rate - 71.1% an increase of 3.8% ; 2021 %Proficient & Distinguished rate 73.4%; 2022 %Proficient & Distinguished rate 75.6%). The forecast suggests that we could see increases and decreases in Math % Proficient & Distinguished for all tested students over the next few years from our current rate of 68.1% (2020 %Proficient & Distinguished rate - 68.9% an increase of 0.8% ; 2021 %Proficient & Distinguished rate 62.3%; 2022 %Proficient & Distinguished rate 73.46%). The forecast suggests that we could see increases in Social Studies % Proficient & Distinguished for all tested students over the next few years from our current rate of 61.1% (2020 %Proficient & Distinguished rate - 57.8% an increase of 3.3% ; 2021 %Proficient & Distinguished rate 67.9%; 2022 %Proficient & Distinguished rate 58.0%). The forecast suggests that we could see increases in Writing % Proficient & Distinguished for all tested students over the next few years from our current rate of 50.0% (2020 %Proficient & Distinguished rate - 31.5% a decrease of 18.5% ; 2021 %Proficient & Distinguished rate 24.8%; 2022 %Proficient & Distinguished rate 31.4%). The number of behavior referrals (A Non-Academic indicator) decreased from 12 during the 2017-2018 school year to 7 during the 2018-2019 school year. Even though this may seem like a small decrease, we feel that improvements in behavior directly impact student learning and performance as indicated on our current K-PREP data.

Priorities/Concerns

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

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

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

Our areas of concern are our Separate Academic Indicators: Writing, Social Studies, and Science. Writing is an area of need. Over the last two academic years, we have noted improvements in the area of Writing. In 2018, 79.2% of our students were scoring below proficiency compared to 50% in 2019. While we saw 0% of our students scored Distinguished in Writing in 2018 or 2019, we did see an increase in students reaching proficiency, 20.8% in 2018 compared to 50% in 2019. Social Studies is an area of need. Over the last two academic years, we have noted improvements in Social Studies. In 2018, 50% of our student were scoring below proficiency compared to 38.9% in 2019. We also saw an increase in students scoring Distinguished, 16.7% in 2018 compared to 22.2% in 2019 and a decrease in the number of students scoring Novice, 8.3% in 2018 compared to 5.6% in 2019. Science is also an area of need. Over the past two academic years, we have noted an increase in students performing below proficiency, 55.6% in 2018 compared to 67.7% in 2019. We also noted a decrease in the students scoring proficient/distinguished, 44.4% in 2018 compared to 32.3% in 2019.

Trends

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

Writing is an area of need. Over the last two academic years, we have noted improvements in the area of Writing. In 2018, 79.2% of our students were scoring below proficiency compared to 50% in 2019. While we saw 0% of our students score Distinguished in Writing in 2018 or 2019, we did see an increase in students reaching proficiency, 20.8% in 2018 compared to 50% in 2019. Social Studies is an area of need. Over the last two academic years, we have noted improvements in Social Studies. In 2018, 50% of our student were scoring below proficiency compared to 38.9% in 2019. We also saw an increase in students scoring Distinguished, 16.7% in 2018 compared to 22.2% in 2019 and a decrease in the number of students scoring Novice, 8.3% in 2018 compared to 5.6% in 2019. Science is also an area of need. Over the past two academic years, we have noted an increase in students performing below proficiency, 55.6% in 2018 compared to 67.7% in 2019. We also noted a decrease in the students scoring proficient/distinguished, 44.4% in 2018 compared to 32.3% in 2019.

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 our performance in the Separate Academic indicators contents (science, social studies, & writing). In addition, we will work on increasing student proficiency and growth in Reading and Math. While our data shows that we are in the HIGH category of proficiency, separate academic indicators, and growth, 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. Writing is an area of need. Over the last two academic years, we have noted improvements in the area of Writing. In 2018, 79.2% of our students were scoring below proficiency compared to 50% in 2019. While we saw 0% of our students scored Distinguished in Writing in 2018 or 2019, we did see an increase in students reaching proficiency, 20.8% in 2018 compared to 50% in 2019. Social Studies is an area of need. Over the last two academic years, we have noted improvements in Social Studies. In 2018, 50% of our student were scoring below proficiency compared to 38.9% in 2019. We also saw an increase in students scoring Distinguished, 16.7% in 2018 compared to 22.2% in 2019 and a decrease in the number of students scoring Novice, 8.3% in 2018 compared to 5.6% in 2019. Science is also an area of need. Over the past two academic years, we have noted an increase in students performing below proficiency, 55.6% in 2018 compared to 67.7% in 2019. We also noted a decrease in the students scoring proficient/distinguished, 44.4% in 2018 compared to 32.3% in 2019. Our challenge will be to move students from novice and apprentice to proficient and from proficient to distinguished. Our primary focus will be on the key core work process of Design and Deliver Instruction. After reviewing and analyzing data, we will improve instruction to provide the rigor needed for students to meet and surpass proficiency. To improve our instruction and to see the desired change that we are working towards, we will implement improvements across all content

areas and in our data review processes. In PLCs, we will analyze student data from classroom assessments, common assessments, benchmark exams, MAP, STAR, K-PREP, and IOWA. In addition, teachers will work together with resource teachers to plan instruction to address individual student needs, formulate and carry out RTI plans, and discuss progress monitoring. In regards to academic content areas, we will utilize the following: Literacy -- IXL, Study Island, Newela, Read Theory, Wordly Wise, IReady, Scholastic Magazines, Writing Wednesdays, & Vocabulary Spelling City; Science -- Generation Genius, Mystery Science, TCTs, CERs, Study Island, & Scholastic Super Science.

Strengths/Leverages

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

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

Our Strengths as indicated on the 2018-2019 K-PREP test data is our Proficiency and Growth. We are consistently moving students out of Novice in both reading and math. In Reading, we decreased our novice, 9.5% in 2018 compared to 7.1% in 2019. Students performing at proficient and distinguished also increased, 65.5% in 2018 compared to 67.2% in 2019. In Math, we decreased our novice, 9.5% in 2018 compared to 4.4% in 2019. Students performing at proficient and distinguished also increased, 56.9% in 2018 compared to 68.2% in 2019. In addition, our 6th grade had 0% student scoring novice in Reading and in Math. Our Writing is also continuing to improve. While we saw 0% of students scoring distinguished and an increase in the number of students scoring novice (11.1% in 2019), we did see an enormous improvement. We saw an increase in the number of students reaching proficiency, 20.8% in 2018 compared to 50% in 2019. We also noted a decrease in the number of students performing apprentice, 75% in 2018 compared to 38.9% in 2019. Our school percent of proficient/distinguished data indicates that we are slightly below our district rate, but slightly higher than the state rate when comparing our school, our district, and the state. In Reading, our school performed at 67.3% which is lower than the district rate of 68.5% by 1.2%; but higher than the state rate of 54.6% by 12.7%. In Math, our school performed at 68.1% which is higher than the district rate of 62.1% by 6%; and higher than the state rate of 48.6% by 19.5%. In Science, our school performed at 32.4% which is lower than the district rate of 45.8% by 13.4%; but higher than the state rate of 31.7% by 0.7%. In Social Studies, our school performed at 61.1% which is lower than the district rate of 69.2% by 8.1%; but higher than the state rate of 53.0% by 8.1%. In Writing, our school performed at 50.0% which is lower than the district rate of 54.2% by 4.2%; but higher than the state rate of 46.7% by 3.3%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

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

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2020-21 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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

5. Was the school's emergency plan reviewed following 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)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes. July 2020

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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8-11-2020

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(5)?

If the answer is "no", please explain in the comment box.

Yes

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(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

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

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Our school mission statement is the driving force behind all of our decisions. The mission of Boston Elementary School is to prepare every student to be successful in the 21st Century in his or her personal, academic, and professional life. To ensure that we can accomplish our school mission, we have in place a Professional Development Plan that will foster the accomplishment of that mission. Professional development is the ongoing process of focusing on an educator's professional growth through participation in skill building opportunities and experiences to establish a growth mindset. The plan involves setting personal and professional goals and establishing a means to achieve these goals. It also promotes the growth of individuals, as part of the whole, and strives to provide opportunities for professional growth experiences that relate to the needs of the teaching staff, stakeholders, and students. The mission of the Professional Development Plan is to enhance and support the professional growth of educators and stakeholders to

ensure continuous improvement that will foster both teacher and student growth and achievement.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), the top two priorities for Boston Elementary for professional development that support continuous improvement are Writing and addressing Non-academic barriers that impede student growth and success.

3. How do the identified **top two priorities** of professional development relate to school goals?

Writing and Non-Academic barriers, the identified top two priorities of professional development, relate to school goals in that they are key components that need to be addressed in order to ensure the growth and success of each student. Addressing these two top priorities will allow our school to meet our schools goals. Writing is an area that our school has been focused on for the last several years when our analysis of K-PREP data highlighted that is was a top priority need. Our Writing trend has shown this to be an area of need for our school. Our goal is to increse our writing score from 50.0% in 2019 to 64.1% in 2022, as indicated on our K-PREP Data Forecast. In addition, Non-academic barriers , such as economically distadvantaged status, lack of needed resources at home, and attendance (in a typical in-person instructional setting) are obstacles that we feel need to be addresssed in order for our students to grow and succeed. Data from our School Report Card shows an increase in students who are classified as economically disadvantaged from 86.2% in 2018-2019 school year to 89.6% in 2019-2020.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Writing Objectives: 1. Seek out and provide professional development opportunities that will offer writing strategies that will promote student growth in both instructional settings, in-seat and virtual . 2. Partner with the writing and reading

specialists through collaborative coaching to provide writing instruction that will foster improved writing proficiency.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to improve writing instruction through effective teaching practices that will foster improved student outcomes.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators for success will be an increase in proficiency as measured by the state test data (K-PREP). In addition, our school level student performance data.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development will be our teachers/staff. In addition, our students will also be a target audience.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All school stakeholder are impacted by this component of professional development. Stakeholders include teachers, students & parents, principals, and district leaders.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources that are needed to support professional development are funding and time. District grants will provide allocated staff and materials to support the professional development. In addition, school level personnel will also provide supports to facilitate the professional development.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing support will be provided for professional development implementation. Staff will receive ongoing support that will enhance and develop their professional capacity via online and on-site opportunities, PLC (professional learning communities), partnerships with our district team, and the SESC (Southeast/South

Central Educational Cooperative) / NTC (New Teacher Center) Coaching Initiative - these partnership will focus on strategies to support the teachers/coaches collaborative efforts and will assist in identifying school level actions needed and provide leadership support for immediate and ongoing implementation, monitoring, and continuous improvement.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored by school staff and administration through work samples, analysis of grade-level assessments, classroom observations, and ongoing PLC meeting. All staff will be included and expected to collect evidence that will be reviewed during PLC meetings.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Non-academic Barriers Objectives: 1. Seek out and provide professional development opportunities that will offer insight on obstacles facing our students and teaching students of poverty in all instructional settings, including in-seat and virtual . 2. Collaborate with our FRC to foster community partnerships that will allow us to collaboratively address/combat the non-academic barriers that hinder our students.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to address/improve the non-academic barriers that hinder our students through increasing and improving our network of support. Utilizing our staff as caretakers to ensure that our students' non-academic needs are addressed will enable use to foster student growth and success.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators for success will be an increase in proficiency as measured by the state test data (K-PREP) in that the non-academic barriers have a direct influence on performance. In addition, our school level student performance data, district

reports related to non-academic barriers, and communications/collaboration with our FRC (Family Resource Center).

5d. Who is the targeted audience for the professional development?

The targeted audience for the professional development will be our teachers/staff. In addition, our students and families will also be a target audiences.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All school stakeholder are impacted by this component of professional development. Stakeholders include teachers, students & parents, community partners, principals, and district leaders.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources that are needed to support professional development are allocated staff, funding, time, and materials. FRC grant will provide allocated staff and materials to support the professional development.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing support will be provided for professional development implementation. Staff will receive ongoing support that will enhance and develop their professional capacity via online and on-site opportunities, PLC (professional learning communities), partnerships with our district team, collaboration with community based partners, and the SESC (Southeast/South Central Educational Cooperative) / NTC (New Teacher Center) Coaching Initiative. These supports/partnerships will focus on strategies to support the teachers/staff and will assist in identifying school level areas of need and provide support for immediate and ongoing implementation, monitoring, and continuous improvement.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored by school staff and administration through work samples, analysis of grade-level assessments, classroom observations, and ongoing PLC meeting. All staff will be included and expected to collect evidence that will be reviewed during PLC meetings. The Non-academic barriers directly impact student learning, therefore, addressing these needs has an immediate influence on student performance. In addition to academic data, we will utilize district and school level reports that focus on non-academic barriers (attendance - when in-seat, FRC reports/monthly meetings, McKinney-Vento data, etc.)

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

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

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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

. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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



Comprehensive School Improvement Plan is attached.

ATTACHMENTS

Attachment Name

 2020-2021 Comprehensive School Improvement Plan for Boston Elementary link

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Comprehensive School Improvement Plan for Boston Elementary	2020-2021 Comprehensive School Improvement Plan for Boston Elementary.	.
 <u>2020-2021 Comprehensive School Improvement Plan for Boston Elementary link</u>	Link for 2020-2021 Comprehensive School Improvement Plan for Boston Elementary	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

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

1: Proficiency Goal

Goal 1A: Increase the READING K-PREP scores for Boston Elementary students from 67.3% to 71.8% in 2022.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
Objective 1: To increase the READING component of the combined reading and math K-PREP scores for Boston Elementary students from 67.3% to 68.8% by 2020.	1. Design and Deliver Instruction	1 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		1 Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons, & Bitmoji classrooms.	PD schedule & Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson								
1 Provide support for teachers to create a literacy rich 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 180 Day of Writing (4/5), Wordly Wise (K-6), Scholastic magazine (3/4), Zaner-Blouser handwriting (2-6), Time magazine (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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
1 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. Results can be addressed/implemented during weekly Instructional Focus Groups.	Walkthrough documentation; classroom & common assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 1A:Increase the **READING** K-PREP scores for Boston Elementary students from 67.3% to 71.8% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
	2. Review, Analyze, and Apply Data	2 Examine student data including K-PREP, IOWA, MAP, STAR, classroom assessments, and common assessment data to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Dr. R. Johnson</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. R. Johnson	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. R. Johnson						
		2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers								
2 Provide and support teachers with processes to analyze and disaggregate school and student data.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide teachers with support to plan instruction, reflect on implementation, and identify individual students’ needs to increase student proficiency.	Student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 1A:

Increase the **READING** K-PREP scores for Boston Elementary students from 67.3% to 71.8% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
	3. Design, Align, and Deliver Support	3 Support teachers through professional learning opportunities in 21 st Century instruction in reading.	District PD sign in sheets	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		3 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
3 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
3 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
3 Provide instructional support with ALL Kentucky Academic Standards.	District & school PD sign in sheets; PLC agendas/minutes; Instructional coaches schedules; student data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 1A: Increase the READING K-PREP scores for Boston Elementary students from 67.3% to 71.8% in 2022.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
		3 Support reading/literacy through collaboration with Save the Children. Utilize the resources that STC provided to enhance student learning and student achievement. Also, through the STC program provide grade level transition meetings and parent engagement activities to support our students.	Transition sign in sheets; STC portal; site visits; STC meetings and conference calls	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline		Person Responsible							
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
		3 Provide support and training with research-based best practices for reading, 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 1B: Increase the MATH K-PREP scores for Boston Elementary students from 68.1% to 72.5% in 2022.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding
Objective 1: To increase the MATH component of K-PREP scores for Boston Elementary students from 68.1% to 69.6% by 2020.	1. Design and Deliver Instruction	1 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	Timeline	Person Responsible	No funding
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches			
		1 Provide technical support/PD and assistance to teachers in software setup and implementation of Study Island, IXL, MAP, AIMSweb, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing lessons, & Bitmoji classrooms.	Program reports	Timeline	Person Responsible	No funding
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson			

Goal 1B:

Increase the **MATH** K-PREP scores for Boston Elementary students from 68.1% to 72.5% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding				
		1 Provide support for teachers to implement and integrate Math Design Collaborative (MDC) modules to meet the cognitive demands of the math standards; Provide support for teachers to integrate rigorous, engaging math experiences. In addition, incorporate diverse activities to address the needs of the Gifted and Talented students.	Student samples; school level monitoring	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>		Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	No funding
		Timeline	Person Responsible							
	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
	1 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. Results can be addressed/implemented during weekly Instructional Focus Groups.	Walkthrough documentation; classroom & common assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>		Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	No funding	
Timeline	Person Responsible									
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches									
2. Review, Analyze, and Apply Data	2 Examine student data including K-PREP, IOWA, MAP, STAR, classroom assessments, and common assessment data to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett,</td></tr></table>		Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett,	\$0	
	Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett,									
	2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers</td></tr></table>		Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers	\$0	
Timeline	Person Responsible									
09/01/2020 to 06/30/2021	Principal, Teachers									

Goal 1B:

Increase the **MATH** K-PREP scores for Boston Elementary students from 68.1% to 72.5% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding
		2 Provide and support teachers with processes to analyze and disaggregate school and student data.	Assessment reports; classroom assessment data	Timeline 09/01/2020 to 06/30/2021	Person Responsible Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		2 Provide teachers with support to plan instruction, reflect on implementation, and identify individual students' needs to increase student proficiency.	Student data; PLC agendas/minutes	Timeline 09/01/2020 to 06/30/2021	Person Responsible Principal, Teachers Paula Rickett, Instructional Coaches	\$0
	3. Design, Align, and Deliver Support	3 Support teachers through professional learning opportunities in 21 st Century instruction in math.	District PD sign sheets	Timeline 09/01/2020 to 06/30/2021	Person Responsible Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		3 Collaborate and provide support with math instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs/requests of the teachers.	PLC agenda/minutes; Instructional coaches' schedules	Timeline 09/01/2020 to 06/30/2021	Person Responsible Principal, Teachers Paula Rickett, Instructional Coaches	
		3 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	Timeline 09/01/2020 to 06/30/2021	Person Responsible Principal, Teachers Paula Rickett, Instructional Coaches	\$0

Goal 1B:Increase the **MATH** K-PREP scores for Boston Elementary students from 68.1% to 72.5% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
		3 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	
Timeline		Person Responsible							
09/01/2020 to 06/30/2021		Principal, Teachers Paula Rickett, Instructional Coaches							
	3 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
	3 Provide instructional support with ALL Kentucky Academic Standards.	PD sign in sheets; PLC agendas/minutes; Instructional coaches schedules; student data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

2: Separate Academic Indicator

Goal 2A:

Increase the percentage of students scoring proficient/distinguished in **SCIENCE** from 32.4% to 41.6% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: Increase the percentage of students scoring proficient/distinguished in SCIENCE to 35.5% in 2020.	1. Design and Deliver Instruction	1 Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Science (NGSS). Teachers will collaborate in PLCs (w/classroom teachers, Special Education teachers, Title I staff) to employ research driven instructional strategies and identify resources to provide highly engaging, content-rich instruction for all students. Resources will include: Super Science and 180 Days of Science for grades K-6, Scholastic Magazine for grades 3 and 4, leveled readers, and library books.	School Report Card and PLC agendas	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		1 Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, Generation Genius, Mystery Science, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons, & Bitmoji classrooms. Incorporate diverse activities to address the needs of the Gifted and Talented students.	PD Schedule &Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
1 Conduct scrimmage testing in each of the science & all content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
1 Provide support to teachers in utilizing formative and summative assessment data to inform instruction in science. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.	Lesson plans, walkthrough documentation; classroom & common	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 2A:

Increase the percentage of students scoring proficient/distinguished in **SCIENCE** from 32.4% to 41.6% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
			assessment data; data room						
		1 All students will complete one TCT per semester. Teachers will analyze student data to make instructional decisions. Students will also complete labs throughout the year in science. Students K-6 will complete claim, evidence, reasoning investigations as determined by the district.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	
	Timeline	Person Responsible							
	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches							
	2. Review, Analyze, and Apply Data	2 Examine student data including K-PREP, MAP, STAR, and common assessment data in content areas to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		2 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 Science data in the data room to monitor it throughout the year. Study the displayed data to address identified needs	MAP Growth reports; Data Wall	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	
Timeline		Person Responsible							
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches			
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide support and training with research-based best practices for science 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	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedule	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches			
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 2A: Increase the percentage of students scoring proficient/distinguished in SCIENCE from 32.4% to 41.6% in 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		provided through trainings offered by SESC and KDE.			

Goal 2B: Increase the percentage of students scoring proficient/distinguished in SOCIAL STUDIES from 61.1% to 66.4% in 2022.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: Increase the percentage of students scoring proficient/distinguished in SOCIAL STUDIES to 62.9% in 2020.	1. Design and Deliver Instruction	1 Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Social Studies. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as 180 Days of Social Studies, iReady writing for grades 4 and 5, Wordly Wise for grades K-6, Tim magazine for grades 5 and 6, Zaner-Blouser handwriting for grades 2-6, leveled readers, and library books to increase achievement.	School Report Card and PLC agendas	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
1 Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons, & Bitmoji classrooms. Incorporate diverse activities to address the needs of the Gifted and Talented students.	PD Schedule &Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
1 Conduct scrimmage testing in each of the content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 2B: Increase the percentage of students scoring proficient/distinguished in SOCIAL STUDIES from 61.1% to 66.4% in 2022.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
		1 Provide support to teachers in utilizing formative and summative assessment data to inform instruction in social studies & writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.	Lesson plans, walkthrough documentation; classroom & common assessment data; data room	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
	Timeline	Person Responsible							
	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches							
	2. Review, Analyze, and Apply Data	2 Examine student data including K-PREP, MAP, STAR, and common assessment data in content areas to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
09/01/2020 to 06/30/2021		Principal, Teachers Paula Rickett, Instructional Coaches							
2 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/update Social Studies data in the data room to monitor it throughout the year. Study the displayed data to address identified needs		MAP Growth reports; Data Wall	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide support and training with research-based best practices for 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.	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedule	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 2C:

Increase the percentage of students scoring proficient/distinguished in **WRITING** from 50.0% to 56.8% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
Objective 1: Increase the percentage of students scoring proficient/distinguished in WRITING to 52.3% in 2020.	1. Design and Deliver Instruction	1 Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in 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, leveled readers, and library books to increase student achievement.	School Report Card and PLC agendas	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		1 Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons, & Bitmoji classrooms. Incorporate diverse activities to also address the needs of the Gifted and Talented students.	PD Schedule & Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
1 Conduct scrimmage testing in Writing during Writing Wednesdays. Then, conduct data analysis, instructional adjustments, and implementation of feedback to improve student performance in writing.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
1 Provide support to teachers in utilizing formative and summative assessment data to inform instruction in writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.	Lesson plans, walkthrough documentation; classroom & common assessment data; data room	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 2C:

Increase the percentage of students scoring proficient/distinguished in **WRITING** from 50.0% to 56.8% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
	2. Review, Analyze, and Apply Data	2 Examine student data including K-PREP, MAP, STAR, and common assessment data in content areas to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		2 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. Continue WritingWednesdays, teacher feedback, & writing analysis in data room.	MAP Growth reports; Data Wall	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 Provide support and training with research-based best practices 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.	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches’ schedule	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

3: Achievement Gap

Goal 3: Increase the average combined reading and math proficiency rates for all students in the Gap Group (Economically Disadvantaged) from 63.9% to 69.3% in 2022.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding			
Objective 1: Collaborate to increase the averaged combined reading and math proficiency ratings for all students in the Economically Disadvantaged gap group for Boston Elementary from 63.9% to 65.3% in 2020.	1. Review, Analyze, and Apply Data	1 Analyze data from K-PREP, IOWA, MAP, STAR, common assessments, and classroom assessments by gap groups to adapt/modify instructional practices.	School Report Card; Pearson Reports; district and school level reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0
		Timeline	Person Responsible						
	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. Ralph Johnson							
	1 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, Review 360 reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper	\$0	
	Timeline	Person Responsible							
	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Meleesha Hooper							
	2. Design, Align, and Deliver Support	2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline		Person Responsible							
09/01/2020 to 06/30/2021		Principal, Teachers Paula Rickett, Instructional Coaches							
2 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 intervention specialists and more intense instruction during Instructional Focus Groups. Tier 3 students will be serviced with one-to-one interventions.	RTA schedule; IDEA reports; STAR reports; AR reports; MAP reports;	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								
2 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 specialists. Tier 3 students will be serviced with one-to-one interventions.	Title I schedule; IDEA reports; STAR reports; AR reports; MAP reports;	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches								

Goal 3:

Increase the average combined reading and math proficiency rates for all students in the Gap Group (Economically Disadvantaged) from 63.9% to 69.3% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
		2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. Ralph Johnson						
		2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches	\$0
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches								
2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Dr. Ralph Johnson								
2 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	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Heather Stewart</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Heather Stewart	\$0		
Timeline	Person Responsible								
09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Heather Stewart								

4: Growth

Goal 4:

Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 66.4% in 2019 to 69.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 66.4% to 67.4% in 2020.	1. Review, Analyze, and Apply Data.	1 Analyze student data including K-PREP, IOWA, MAP, STAR, and common assessment data to identify gaps and make necessary adjustments instruction.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
	1 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						
	1 Identify students in who are not showing growth and provide more intense interventions.	K-PREP data; Pearson, MAP & STAR Reports	\$0						
	2. Design, Align, and Deliver Support.	2 Monitor identified students’ progress in weekly PLC & Data meetings.	PLC agenda /minutes; Data wall; watch lists	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>09/01/2020 to 06/30/2021</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		09/01/2020 to 06/30/2021	Principal, Teachers Paula Rickett, Instructional Coaches						
		2 Provide opportunities for enrichment to enhance student learning and growth that focus on academics, physical fitness, and leadership through STC (Save the Children). Also, provide parent workshops /engagement opportunities during each session.	STC schedules; reports; sign in sheets		\$0				
2 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						
2 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	\$0							

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



2020-21 Phase Three: Executive Summary for Schools

2020-21 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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. 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 205 students of the Whitley County School District. While we are a Title I school with 86.2% 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 17 certified staff members (9 homeroom teachers, 3 special education teachers, 1 speech pathologist, 1 intervention specialist (1 RTA/CIM teacher), 1 Librarian/Media Specialist/VPA teacher, and 1 Physical Education teacher, 1 Principal, 5 instructional assistants, 1 Family Resource personnel, 1 secretary/bookkeeper, 3 custodians, 5 Food Service personnel, 1 school counselor, and 1 school nurse. Our current enrollment of 205 is made up of 96 male and 109 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 economically disadvantaged needs to educational needs. With that said, each child also brings with them their own set of unique 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 and support 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 17 certified staff members, 15 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 staff 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 considered economically disadvantaged, 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 and life long residents 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.

. 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 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 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 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.

. 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 that we have had within the last three years is our 2018-2019 FOUR STAR rating with an overall score of 75.5! Our 2018-2019 school profile showed the following data: Proficiency: 86.7, Separate Academic Indicator: 72.7; and Growth: 66.4. We saw an increase from the 2017-2018 school year in those areas (Proficiency increased from 81.3 in 2018 to 86.7 in 2019 which is an increase of 5.4; Separate Academic Indicator increased from 68.3 in 2018 to 72.7 in 2019 which is an increase of 4.4; Growth increased from 17.8 in 2018 to 66.4 in 2019 which is an increase of 48.6). Our three year data analysis has shown both

improvements and areas that still need attention. Upon examining our Proficiency rates, the areas that we have seen improvements in were Reading, Math, Social Studies, and Writing. Our most notable improvement was in the area of Writing. Our Writing increased from 20.8% in 2018 to 50.0% in 2019. Reading increased from 65.5% in 2018 to 67.3% in 2019. We credit that increase to the fact that we decreased the number of students scoring novice (9.5% in 2018 to 7.1% in 2019). Math increased from 56.9% in 2018 to 68.1% in 2019. We saw a decrease in the number of students scoring novice (9.5% in 2018 to 4.4% in 2019). Additionally, we saw an increase in the number of students scoring proficient/distinguished (56.9% in 2018 to 68.2% in 2019). Social Studies increased from 50.0% in 2018 to 61.1% in 2019. We saw a decrease in the number of students scoring novice (8.3% in 2018 to 5.6% in 2019) and we noted an increase in the number of students scoring proficient/distinguished. While these improvements are celebration worthy, we did note that our Science was an area of need. Science decreased from 44.4% in 2018 to 32.4% in 2019. We discovered that this decrease was a result of more students scoring novice/apprentice (55.6% in 2018 / 67.7% in 2019) than proficient/distinguished (44.4% in 2018 / 32.4% in 2019). In addition, our Kindergarten readiness also showed an improvement. Our 2018-2019 data showed 43.8% ready compared to 33.3% in 2017-2018.. Our 2018-2019 K-PREP data shows that our scores increased in all areas (reading, math, social studies, and writing), except science. While we did see a dip in our science 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. both academic and non-academic data (such as attendance and behavior). We meet in the data room once a week to discuss data and make plans for improvement. 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.

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

NA

. 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 and community stakeholders. Our parent support is paramount to the success of our students and our school. Parent and community 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 and school communication (via Class Dojo, remind, Blackboard connect, and our webpage), and our school PTO. We are very fortunate to have the parent and community involvement and support that allows our students to benefit and experience student growth and success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

. Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The Achievement Gap Group spreadsheet link is attached.

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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 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 group population, interventions for low performing students, and implementation of the STC (Save the Children) in school and after school program.

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

After analyzing gap trends and using specific data from the previous two academic years, Boston Elementary has successfully closed gaps in Reading, Math, Social Studies, and Writing. Deeper analysis of each content area revealed that our female student gap group improved in Reading from 61.3% in 2018 to 68.8% in 2019; in Math from 52.6% in 2018 to 64.5% in 2019; in Science from 26.6% in 2018 to 33.3% in 2019. Our male student gap group improved in Math from 61.1% in 2018 to 70.6% in 2019; in Social Studies from 56.3% in 2018 to 76.2% in 2019; and in Writing from 18.8% in 2018 to 47.6% in 2019. Our economically disadvantaged student gap group improved in Reading from 64.95 in 2018 to 65.2% in 2019 and in Math from 56.7% in 2018 to 67.4% in 2019.

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

After analyzing gap trends and using specific data from the previous two academic years, Boston Elementary has successfully closed gaps in Reading, Math, Social Studies, and Writing. Deeper analysis of each content area revealed that our female student gap group improved in Reading from 61.3% in 2018 to 68.8% in 2019; in Math from 52.6% in 2018 to 64.5% in 2019; in Science from 26.6% in 2018 to 33.3% in 2019. Our male student gap group improved in Math from 61.1% in 2018 to 70.6% in 2019; in Social Studies from 56.3% in 2018 to 76.2% in 2019; and in Writing from 18.8% in 2018 to 47.6% in 2019. Our economically disadvantaged student gap group improved in Reading from 64.9% in 2018 to 65.2% in 2019 and in Math from 56.7% in 2018 to 67.4% in 2019. In Writing, ALL students scoring proficient/distinguished improved from 20.8% in 2018 to 50.0% in 2019.

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

Based on 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, science, and writing. **READING:** In reading, our male gap group showed a decrease in students scoring proficient/distinguished from 69.5% in 2018 to 66.1% in 2019. Our disability gap group showed a decrease in students scoring proficient/distinguished from 81% in 2018 to 76.8% in 2019. **MATH:** In math, our disability gap group showed a decrease in students scoring proficient/distinguished from 71.4% in 2018 to 66.7% in 2019. **SCIENCE:** Our science showed a decrease in ALL students scoring proficient/distinguished from 44.4 % in 2018 to 32.3% in 2019. Our male gap group showed a decrease of students scoring proficient/distinguished from 57.2% in 2018 to 31.3% in 2019. **SOCIAL STUDIES:** Our female gap group showed a decrease in students scoring proficient/distinguished from 61.1% in 2018 to 40.0% in 2019. We were not able to make a direct comparison of the gap groups in some areas due to the fact that we did not have 10 or more students in the gap group areas to compare year to year. Those areas that could not be directly compared were: science - economically disadvantaged and disability; social studies - economically disadvantaged and disability; and writing - female group, economically disadvantaged, and disability; writing - female, economically disadvantaged, and disability.

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

At Boston Elementary, the most notable condition that has prevented us from closing the existing and persistent achievement gaps is the fact that our students

are students of poverty. Teaching students of poverty 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 conduct 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 our district, have intentionally targeted attendance and make it a priority. In order for us to close our achievement gaps, our attendance rate goal (for in-person instruction) is set at 95%.

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

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 includes discussing the CSIP at our SBDM (Site Based Decision Making Council) meetings each month. All teachers, leaders, and other stakeholders are encouraged to attend the 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; Lashea Myers, preschool teacher; Janel Cupp, Kindergarten teacher; Genia Rose, 1st grade teacher, Cindy Daniels, 1st grade teacher; Tammy Fuson, 2nd grade teacher; Amy Walters, 3rd grade teacher; Mary Haddix, 4th grade teacher; Chris Johnson, 5th grade teacher; Heather Roaden, 6th grade teacher; Ginger Downs, RTA/CIM intervention teacher; Tacy Boles, special needs teacher; Maria Johnson, special needs teacher; Maylan Branham, special needs teacher; Tiffany Smith, speech pathologist teacher; Angela Bowlin, media specialist/VPA teacher; Michael Clemens, physical education/VPA teacher; Roger Prewitt, STC (Save the Children), coordinator; Ashley Young, STC tutor; Laurel Bowlin, district instructional coach, ILP coordinator, 21st CCLC data coordination, & 21st CCLC state advisory committee;

Kim Creekmore, district instructional coach, PD coordinator, Grand coordinator, Assistant DAC; Ruth Osborne, district instructional coach and Gifted & Talented coordinator; Heather Stewart, district instructional coach and STC site supervisor; Kellie Anderson, district technology integration specialist; Tammie Baird, technology manager; John Siler, Superintendent; Paula Rickett, Deputy Superintendent; J.E. Jones, WCBOE board member; Donnie Jones, community stakeholder; SBDM parent members: Susan Anderson and Tonya Bell; PTO: Tonya Bell, president; Susan Anderson, Vice-president; Joann McGhee, PTO liaison & PAVE volunteer.

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

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

Pertaining to the achievement gaps, all teachers participated in professional development session 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, writing, technology, differentiation, and small groups. 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 progress 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.

III. Planning the Work

. 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).

Goal for identified gap population: Increase the average combined reading and math proficiency rates for all students in the gap group (Economically Disadvantaged) for Boston Elementary from 75.5% in 2019 to 77.5% in 2020.

ATTACHMENTS

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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/Measureable Goals link is attached.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2020-2021 - Closing the Achievement Gap Summary/Measurable Gap Goal</u>	The Closing the Achievement Gap Summary/Measurable Gap Goal link is attached.	<ul style="list-style-type: none">• III• III
 <u>2020-2021 Achievement Gap Group Identification Spreadsheet</u>	The link will open the 2020-2021 Achievement Gap Group Identification Spreadsheet.	<ul style="list-style-type: none">• I

Closing the Achievement Gap Summary/Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the proficiency rates for all Economically Disadvantaged students (gap group) for Boston Elementary from 75.5% in 2019 to 77.5% in 2020.	* Review, analyze, and Apply Data	<p>1. Analyze/examine data (K-PREP, IOWA, Brigrance, MAP, STAR, TELL KY survey, Impact KY survey, IC reports, classroom data, & Intervention program data), PLC Supports, utilize data room, provide analysis support, provide support for planning instruction.</p> <p>2. Support and provide professional learning opportunities, provide enrichment through Focused Instructional Groups, STC (Save the Children), provide intervention supports, provide support with Kentucky Academic Standards, and provide technology based support for implementation and utilization of programs.</p>	Principal, ALL Teachers, FRC, WCBOE personnel, STC personnel	Weekly PLC/Data meetings to review analysis of data; School and District level reports; State, District, & Local assessment data	RTA -- \$50,000 STC -- \$135,000 Instructional -- \$4,000

Gap Group/Total number of students	Percentage of Total School Population
2018-2019 Economically Disadvantaged / 163	86.20%