



2020-21 Phase Three: Executive Summary for Schools_10152020_15:14

2020-21 Phase Three: Executive Summary for Schools

Carlisle County Elementary School

Chris Gossum

4557 State Route 1377

Bardwell, Kentucky, 42023

United States of America

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2020-21 Phase Three: Executive Summary for Schools

. 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?

Carlisle County Elementary School is located in Bardwell, Kentucky. It is the only elementary school in Carlisle County, which is a rural farming community. The largest employer in the county is the school district. Due to Covid-19 and the At-Home learners option about 17% of the following student population conducts at-home learning. There are currently 308 students enrolled in grades K-5. Fifty-nine percent of the student body qualifies for the free and reduced lunch program. The student population is 90.5% white, 0.006% African American, 0.07% Hispanic, and 0.02% bi-racial. The staff population is 97% white with 3% identified as a minority and the community population is similar to the student population. Because of the size of our school, our staff members know our students by name and are able to establish relationships with them. However, our size limits our financial resources; therefore, limiting the programs we are able to offer to our students.

. 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.

Carlisle County Elementary School strives to provide a safe, nurturing environment that will EMPOWER all students to succeed in an ever-changing world. 1. We believe that each child can achieve at high levels. 2. We believe the purpose of our school is to prepare students to become productive citizens. 3. We believe in providing a safe and nurturing environment for all students and faculty. 4. We are committed to improving and perfecting the art of teaching.

. 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.

CCES was rated a 3 star school according to our 2019 KPREP Assessment Report. In addition we are no longer considered a targeted district. . This past school year (19-20) was our second full year in the new school building. Over the past four years our focus has been on the following: -Implementing the key components in Eric Jensen's book, Teaching with Poverty in Mind -Utilizing formative assessment results to drive instruction. -Implementing Go Math -Implementing the basil reading series,

Journeys by Houghton Mifflin and Hartcourt. -Implementing STAR testing. We are now more focused on our Separate Academic Indicators and also using a different design of our RTI programs. We have also implemented Saxon Phonics in 1st and 2nd Grades and the Jan Richardson guided reading strategies in all grades. More recently our focus has included strategies to improve writing scores. Teachers are currently implementing Abell and Atherton strategies in K-5 classrooms.

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

N/A

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

The dedicated faculty at Carlisle County Elementary works to continuously improve by analyzing test data annually, reviewing and revising the school's Comprehensive School Improvement Plan, actively participating in professional learning clubs and professional development. We at Carlisle County Elementary ensure educational equity by offering or implementing the following programs and services: Family Resource Youth Service Center, Title I, Gifted and Talented Program, Special Education Services, Extended School Services, Guidance Classes, Pyramid of Interventions, and Math Intervention Program.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09152020_16:50

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Carlisle County Elementary School

Chris Gossum

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United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Chris Gossum 9-15-2020



2020-21 Phase Two: The Needs Assessment for Schools_10152020_10:05

2020-21 Phase Two: The Needs Assessment for Schools

Carlisle County Elementary School

Chris Gossum

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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?

Due to the Covid-19 shut-down and not being able to conduct the 19-20 KREP, the entire teaching staff participates in a data desegregation on a regular basis with internal Data only. We then look at our CSIP from the 19-20 school year and make changes or revisions to align our goals and activities with the current times and way of conducting instruction. We continue to assess students periodically throughout the year using STAR Reading and Math along with teacher designed assessments to make sure students are on track. We also keep Running Records tests on Tier 2 and 3 RTI Students in Math and Reading but due to Covid Limitaions on our small groups we struggle to get Data on all kids that we need it on.

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.

Due to Covid-19 there is not Academic Data available similar to the years past. Teacher Attendance is 92.8% versus 93.37% in previous school year. Number of behavior referrals is 81 versus 110 in the previous school year.

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.

Going from last year of KREP data. Separate Academic indicators are still our Areas with the greatest need for improvement with a large focus on Writing at 23.9% as compared to the State Writing of 46.6% Proficient We were 4 points away from being a 4 Star School and still making progress to achieve that by focusing on Writing in earlier grade levels and more focus on Social Studies and Science than previously. We have also invested into some new Science Curriculum in the 4th grade.

Trends

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

Over that last 4 years we have consistently shown improvement in our combined reading and math scores in STAR. Our discipline referrals are down and our teachers are growing significantly in the areas of Online instruction due to the Covid-19 regulations.

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

We intend to continue focusing our resources and efforts on delivery of instruction in writing. Most seasoned teachers K-5 have participated in professional development on implementing writing curriculum and strategies presented by Abell and Atherton Educational Consulting, Inc. Teachers are currently implementing and refining the writing strategies and techniques presented during this PD. Some teachers are taking a lead role in rewriting the language and specifics of this policy for those that are new to the staff. In addition, we are also focusing on the key core process: review, analyze and apply data results. Teachers are constantly reviewing and analyzing data results and using those results to drive instruction, to group students, and to implement intervention groups when necessary. We have also revamped our RTI program from Reading and Math and look to involve Writing and Social Studies and Science into that RTI program as well.

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%.

We have no KREP data to support concrete proof here.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_10152020_18:12

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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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.

See Attachment

ATTACHMENTS

Attachment Name

 20-21 Measurable Gap Goal

II. Achievement Gap Analysis

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

Carlisle County Elementary School is located in Bardwell, Kentucky. It is the only elementary school in Carlisle County, which is a rural farming community. The largest employer in the county is the school district. There are currently 316 students enrolled in grades K-5. Fifty-nine percent of the student body qualifies for the free and reduced lunch program. The student population is 90.5% white, 0.006% African American, 0.07% Hispanic, and 0.02% bi-racial. The staff population is 100% white and the community population is similar to the student population. Because of the size of our school, our staff members know our students by name and are able to establish relationships with them. However, our size limits our financial resources; therefore, limiting the programs we are able to offer to our students.

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

The gap is closed in reading (56.2% Proficiency), and math (58.9%) between the free/reduced population and the all students, which are higher than state numbers in both these areas over the last three years.

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.

The only gap group we receive data on (because it is large enough) is free/reduced lunch. However, the gap was not significant enough in any area to designate a need.

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

The only gap group we receive data on (because it is large enough) is free/reduced lunch. However, the gap was not significant enough in any area to designate a need.

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

Professional Development focused on training and then implementing novice reduction strategies. In addition the school continues to revamp the RTI program, the problem with this year is the Covid-19 restrictions not allowing for the RTI small groups to meet as needed.

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.

With the restrictions of Covid-19 the RTI process is taking place in the students homerooms and strategic extra staff have been placed in this rooms at a specific daily time for 30 minutes to execute the RTI instruction plans.

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.)

All teachers and administrators analyze, STARS, DIBELS, and teacher assessment data in weekly PLC Meetings and team meetings. The SBDM council also reviews and analyzes the data as well as any school improvement plans or initiatives.

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).

Increase the averaged reading and math proficiency ratings for students in the gap group from 64.1% to 66% in 2020. Increase the Growth Ratings for all students from 67.1 to 70.0 in 2021

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

Step 2: Complete your findings and answers.

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

See Attachments

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 Achievement Gap group Spreadsheet		•
 20-21 Measurable Gap Goal		•



2020-21 Phase Three: Professional Development Plan for Schools_10152020_18:32

2020-21 Phase Three: Professional Development Plan for Schools

Carlisle County Elementary School

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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?

Carlisle County Elementary School strives to provide a safe, nurturing environment that will EMPOWER all students to succeed in an ever-changing world. 1. We believe that each child can achieve at high levels. 2. We believe the purpose of our school is to prepare students to become productive citizens. 3. We believe in providing a safe and nurturing environment for all students and faculty. 4. We are committed to improving and perfecting the art of teaching.

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?

To conduct school from a virtual platform with as little sacrifice to instruction as possible. This year again is still to raise the SAI scores and

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

Even in a Pandemic we are Preparing students to be successful in an ever-changing world.

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.

Workshops and online tutorial for how to teach in a one-to-one technology district.

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

We could go into a totally virtual teaching platform for any reason at any time and instruction time would not be lost.

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.

Next time we go virtual our STARS and other indicators will not drop.

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

Teachers and staff.

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

Students and caregivers.

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

Technology funding, getting devices and internet options for all students in the district.

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

We have developed a district technology team that meets regularly to ensure we are moving in the right direction.

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.

All data that has been used in years past compared to new an ongoing data at similar "Checkpoints" in the school year.

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.

Science, Writing, and Social studies workshops and materials.

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

Student SAI scores will increase.

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.

Ongoing formative assessments.

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

Teachers of all grades.

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

Students

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

New science and Social studies curriculum and writing teams led by an experienced high performing writing teacher.

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

PLCs and Admin meetings.

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.

Student work samples and classroom observations.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Staff PD documentation	Without names staff PD documentation	.

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1 (State your proficiency goal):

Increase the averaged combined reading and math proficiency ratings for all CCES students from 70.8% to 75% in 20

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activity may be a helpful resource. Provide a brief explanation of the activity.)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the averaged combined reading and math proficiency ratings for all CCES students from 74.5% to 78% in 2022.	Design and Deliver Instruction Phonics Programs	Implement Reading Recovery in 1 st Grade and CIM groups in K-3	STAR Reading Data RR Data		RTA Grant
		Utilize ESS Funds to provide interventions in K-5	STAR Reading and Math Data		Americorps & ESS Funds
		Implement RAP (Restate Answer Prove) strategy and include constructed response questions on reading and math unit assessments.			
		Teachers will implement math and reading formative assessments in daily lesson plans and use the results to drive instruction.	Lesson Plans/Unit Plans & Observations		None
	Design and Deliver Assessment Literacy	Teachers will set student growth goals in reading and math and use formal formative assessments to measure student achievement and plan further	Test Data	Implement CUBE strategy and include Word Problems	Board of Education

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		instruction: STARS Reading & Math, AimsWeb and Brigance Kg Readiness Test			
		Implement RAP (Restate Answer Prove) strategy and include constructed response questions on reading and math unit assessments.			
		Continue using Moby Max and Readworks to enhance instruction and to assess student mastery of standards in reading, math, science and social studies	Program Data Study Island		\$4000 SBDM Funds
	Establishing Learning Culture and Environment	School Leadership Team will study survey results to find areas in which we scored lower than the state average. A plan will be formulated to address areas of need.	Tell Survey and Plan		None
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

Increase the Separate Academic Indicators ratings for all CCES students from 53.3% to 65% in 2022.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the Separate Academic Indicators ratings for all CCES students from 56.1% to 62.0% in 2020.	Design and Deliver Instruction	Implement Abell and Atherton strategies in daily writing lessons.	Lesson Plans		Past PD Funds were used for training
		Implement RAP (Restate Answer Prove) strategy and include constructed response questions on reading and math unit assessments.	Lesson Plans		None
		Implement SPAM (Situation, Purpose, Audience, Mode) strategy to create On-Demand Writing pieces.	Lesson Plans		None
	Design and Deliver Assessment Literacy	Develop a Scrimmage Test for Science	Scrimmage Test		None
		Develop and implement more TCT's in Science	Lesson Plans	Mystery Science Site	None
	Design and Deliver Instruction	Implement real life, hands-on activities in Social Studies.			None
		Utilize library resources and librarian to enhance Social			None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Studies lessons and activities.			
Objective 2		Use Study Island			

3: Gap

Goal 3 (State your Gap goal):

Increase the averaged combined reading and math proficiency ratings for all students in the gap group from 63.5% to

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the averaged combined reading and math proficiency ratings for all students in the gap group from 64.1% to 66% in 2020.	Establishing Learning Culture and Environment	Teachers will continue implementing components of PBIS to build and maintain relationships with students.	Formal and Informal Observations		None
		Implement Guidance Program to teach relationship and communication skills, as well as conflict resolution skills in order to prevent bullying and other negative behaviors in order to encourage positive relationships and behavior.	Guidance Schedule and Plans		\$500 SBDM
Objective 2					

4: Graduation rate

Goal 4 (State your Graduation Rate goal): Not Applicable	
Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u>	Which Activities will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.) • <u>KCWP1: Design and Deploy Standards Classroom</u> • <u>KCWP2: Design and Deliver Instruction Classroom</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom</u> • <u>KCWP5: Design, Align and Deliver Support Classroom</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>

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

5: Growth

Goal 5 (State your Growth goal):

Increase the Growth ratings for all CCES students from 14.4% to 25% in 2022.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the Growth ratings for all CCES students from 67.1% to 70.0% in 2020.	Review, Analyze, and Apply Data	Teachers will set student growth goals in reading and math and use formal formative assessments to measure student achievement and plan further instruction: STARS Reading & Math, DIBELS and Brigance Kg Readiness Test	Test Data		Board of Education
		Continue using Moby Max and Readworks to enhance instruction and to assess student mastery of standards in reading, math, science and social studies	Program Data		SBDM Funds
Objective 2					

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

60% of 5th Graders will score at or above benchmark on the STAR Reading Test by May 2022

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
65% of 5 th Graders will score at or above benchmark on the STAR Reading Test by May 2019.	Design and Deliver Instruction	Teachers will utilize high level questioning techniques in text related questions in whole group discussions and on classroom assessments.	Lesson Plans/Unit Plans & Observations		None
	Review, Analyze, and Apply Data	Teachers will implement math and reading formative assessments in daily lesson plans and use the results to drive instruction.	Lesson Plans/Unit Plans & Observations		None
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy chosen? (The links to the Key Core Work Processes activities may be a helpful resource. Provide a brief explanation of the activity.)

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

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



2020-21 Phase Two: School Assurances_10152020_13:23

2020-21 Phase Two: School Assurances

Carlisle County Elementary School

Chris Gossum

4557 State Route 1377
Bardwell, Kentucky, 42023
United States of America

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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

Resubmitted 11-24-20

ATTACHMENTS

Attachment Name

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)
 Kentucky Equitable Access to Effective Educators Survey	Kentucky Equitable Access to Effective Educators Survey Completed again 11-24-20	• 1