Phase II: The Needs Assessment School Diagnostic - 2017-18

Phase II: The Needs Assessment School Diagnostic

Rich Pond Elementary
Dan Costellow
530 Rich Pond Road
Bowling Green, Kentucky, 42104
United States of America

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Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3
ATTACHMENT SUMMARY 6

Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The primary process for managing and reacting to student data is through the use of Child Study Teams (CSTs). Grade level teams meet with intervention teachers and school leadership to review school-wide screener results, discuss classroom performance, and review behavior data to make decisions as a team regarding individual students. Records regarding movement in and out of Tiers is kept on a shared Google document. Additionally, data and school performance is discussed weekly in the school's leadership team meetings which consists of the principal, dean of students, guidance counselor, and curriculum coordinator. The principal also shares student performance data with the SBDM council members at bi-monthly meetings. Minutes are recorded and published following the meetings.

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

For the 2017 K-PREP assessment, 60.7% of our gap students are proficient or distinguished in reading; 50% are P/D in math and writing, and 67.5% are P/D in social studies. For all students our reading P/D is 72.2%, 63.6% for math, 76.6 for social studies, and 55.8% for writing. Writing

scores show the largest discrepancy for females (70.7% P/D) and males (38.9% P/D). Our student and staff attendance percentage is high; among the highest in the district, and behavior referrals are among the lowest in the district. These are trends that our school has seen for many years and these factors contribute positively to our performance.

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Priorities/Concerns

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

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

Writing has been an area of concern for the past couple of years and we have tried various approaches with mixed results. When looking at P/D numbers, as compared to state (45.1%) and district data (40.1%), we are performing better with 55.8% of our students scoring P/D. We are not satisfied with this, as we know we can do better. We see a discrepancy between female and male student performance in writing. Twenty nine percent of our females were Novice or Apprentice, while 61% of our males were Novice or Apprentice. This is an area we will have a heightened awareness of this year for both students who were assessed last year as well as school-wide.

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Trends

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

Math and writing have been areas of focus for us the past couple of years. However, feel that due to additional supports from state and federal funds which have provided additional staffing, we are better meeting the needs of students in both reading and math. School-wide, we wish to align our focus across grade levels on writing so that there is vertical alignment which students will carry from one grade level to the next. As stated before, our culture, climate, and overall behavior concerns are minimal, producing no negative impact on instruction.

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Potential Source of Problem

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

1- Deployment of Standards
2- Delivery of Instruction
3- Assessment Literacy
4- Review, Analyze and Apply Data Results
5- Design, Align and Deliver Support Processes with Sub-group Focus
6- Establish a Learning Culture and Environment

Although a previous writing plan was created, it lacked implementation across grade levels and classrooms that would support building capacity from primary through intermediate classroom

instruction. Our goal this year is to narrow our focus on the same writing standard which spans across grade levels: Writing standard 2, which is a focus on writing informative and explanatory text. This writing focus will benefit instruction due to the ability to transcend all subject areas and will vertically align our efforts as well.

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Strengths/Leverages

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

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

-84% of our students are above the 40th percentile on STAR Math -73% of our students are above the 40th percentile in STAR Reading These are the highest percentages across the district of fourteen elementary schools, which has been the trend since STAR was adopted for district progress monitoring in 2012. Our average daily attendance is around 97-98%, which again is among the highest in the district. All of our teachers are highly qualified in the grade level and subject being taught. Regarding behavior, our referrals are in approximately the 10th percentile as compared to national data.

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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic_2017-18

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

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530 Rich Pond Road
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TABLE OF CONTENTS

Equitable Access to Effective Educators School Diagnostic 3
ATTACHMENT SUMMARY 5

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

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

Two things stand out with regard to this data: our number of poverty (free/reduced lunch) students and our number of new teachers. We are a growing school, and although our percentage of economically disadvantaged students is relatively low as compared to many of the schools in our district, it is around 40%, which is 5-10% higher than it was within the past 5-10 years. This has enabled us to receive Title I funding which helps provide personnel to better meet the needs of academically struggling students, and we have seen a positive impact on their performance. The other noteworthy item, which again is due to our growth, is the number of relatively inexperienced teachers. Approximately 26% of our staff have less than five years experience in all, with an additional 13% having less than five years experience in our district. However, we have a high number of applicants for all positions within our school and are able to select the highest quality of both new and experienced teachers. This provides great access for our students to quality teachers across grade levels. Link to Rich Pond ADA Version School Equity Data FY18 (unable to save file or link below): https://docs.google.com/spreadsheets/d/1MqsElPDIIyk64_IsKNVAJFX3bcL0CIacYtcTlJe9kFk/edit?usp=sharing

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Barriers and Root Causes:

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

Overall, we feel we have few barriers to at-risk student success. Our staff is highly capable and has people and resources in place to help us be successful. In fact, our GAP score for the 2017 K-PREP assessment was 78.5, placing us among the top 60 elementary schools in the state. We were also recognized as a 2017 US Department of Education Blue Ribbon School, which requires that all subgroups of students be in the top 40%. Although we are successful with these students, we are not content. We spend a great deal of time as a team discussing all students, regardless of category, and how we can meet their academic needs. As one teacher recently said, "I'm not even sure who our GAP kids are. At Rich Pond we just meet every child where they are and give them what they need." We have students from all sub-groups, disadvantaged or not, who have academic needs. A priority for us is getting people and resources in place to meet those needs. We recently were awarded three separate grants (two for math, one for reading) which allows us to provide more individualized, intense instruction for underperforming students. One issue that perhaps from time to time presents a challenge or barrier is our growth with regard to class size. We are provided staffing at a capacity size of 24:1 for Kindergarten through third grade; 28:1 for fourth; and 29:1 for fifth and sixth grades. Our enrollment on the first day of school was 544 students in K-6th. On November 1 it has climbed to 566. Because we have to purchase any additional staffing over our early September allocation, we have to maneuver a fine line between leaving room for growth and having to spend thousands of dollars on an additional allocation to prevent both significant overcrowding, and hiring staff after the year begins. We have been fortunate each of the past four years to hire good staff in August due to increased enrollment, but it is still difficult to plan for, knowing that growth will occur, but not knowing which grade levels it will

most impact. Additionally, the money we spend to provide adequate staffing takes needed funding away from all students, including those who are disadvantaged.

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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?
• If so, insert the associated CSIP goal(s) in the cell below.
• If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.
***Goals should be set high enough to encourage and inspire increased effort while still being attainable.
NOTE: Attachments Optional

GOALS: Goal 1: On the STAR Math assessment, our percentage of students scoring novice in grades 3-6 will be reduced by 50%, from 6% to 3%. In STAR Reading, the percentage of students scoring novice in grades 3-6 will be reduced by 50%, from 12% to 6%. Goal 2: 100% of homerooms will be involved in school-wide implementation of the writing plan to focus on Writing Standard 2, which generally addresses writing informative/explanatory texts about a topic, using facts and definitions to support, and providing a conclusion.

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Strategies and Activities:

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

Goal 1, Strategy 1: Teachers, school leadership, Title I staff, resource teachers, and district personnel will meet in Child Study Team meetings (CST) following each administration of the STAR Reading and Math tests to discuss as a team, placement of students into Tiered interventions based on STAR, classroom, and DCA assessment data. Goal 1, Strategy 2: Math Achievement Fund Grant and Read to Achieve Grant teachers will provide targeted intervention for students in primary grades and will collaborate with teachers to provide additional classroom supports. Goal 2, Strategy 1: Teachers will be identified at each grade level to be representatives on the school writing committee to make decisions and disseminate information to their teams. Goal 2, Strategy 2: In PLC meetings, teacher teams will meet with school leadership to review and discuss writing assignments related to this standard. Goal 2, Strategy 3: Teachers will be provided relevant professional development trainings to improve writing instruction.

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CSIP Phase II: KDE Title I Annual Review - 2017-18

CSIP Phase II: KDE Title I Annual Review

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TABLE OF CONTENTS

Title I Annual Review 3
ATTACHMENT SUMMARY 7

CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

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

Guiding Questions:
Which data sources did the school use to conduct its Needs Assessment?
What needs did the data identify?
What specific grade levels and/or content areas were identified as priority?
What achievement gaps were identified?
Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?
Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

For the 2017 K-PREP assessment, 60.7% of our gap students are proficient or distinguished in reading; 50% are P/D in math and writing, and 67.5% are P/D in social studies. For all students our reading P/D is 72.2%, 63.6% for math, 76.6 for social studies, and 55.8% for writing. Writing scores show the largest discrepancy for females (70.7% P/D) and males (38.9% P/D). Despite our overall high scores, we still have quite a few Tier II and Tier III students who need more individualized attention. Utilizing Title I funds, we have hired a teacher who offers daytime pullout services for these students so that the gap is narrowed between our Tier I and Tier II/III students. We also used Title I funds to purchase take-home instructional materials to cover the parent involvement goals for our Title I funding. We taught parents how to use these materials so that they could support our efforts at school. Our 2017 K-PREP results showed a gain for our gap student score from a 75.7 in 2016 to a 78.5 in 2017. While this gain is not tremendous, it is more than double what most schools in our district are achieving, and is up significantly since 2016.

ATTACHMENTS
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2. Schoolwide Reform Strategies

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

Guiding Questions:
Was the schoolwide plan implemented as written?
Which goal(s) from the CSIP address Schoolwide Reform Strategies?
How is Title I funding being directed to address the goal?
How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?
Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?
Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

The goals of the CSIP primarily focused on improvement in reading and math. We feel that due to our Title I funding as well as receiving the MathPlus grant in 2016, we have been able to improve

instruction which will improve student engagement and performance. Title I funding has been used to supplement classroom instruction through providing resources to parents as well as Tier II and Tier III assistance for target groups of students. These groups of students are reviewed with teachers, administration, and other relevant certified staff after each progress monitoring window to ensure student academic needs are met. We continue to see strong performance school-wide as well as with individual students in Tiered interventions.

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3. Professional Development

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

Guiding Questions:

What measures were used to determine the school's professional development needs?
How was the professional development tied to the school's identified need?
Did the professional development improve instruction based on a thorough review of student achievement data?
How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

Because it has been an area of focus over the past three years based on our state assessment writing scores, we have had all classroom teachers participate in writing professional development. Teachers in the intermediate grades have participated in professional development as a part of the MathPlus grant to improve questioning and implementation strategies, as well as engagement. We are in the process of implementing these strategies, so we will have a better idea of their effectiveness as the year progresses. The principal and curriculum coordinator participated in most of the professional development sessions related to the MathPlus grant as well as all writing professional development sessions. Teachers and other certified staff, as a part of their professional growth plans, have also participated in a variety of PD offerings in the district and region to improve their own instructional practice.

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4. Family Engagement

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

Guiding Questions:

How much Title I money was spent on family engagement?
What kind of programs, activities, and procedures were planned?
What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

We have a written parent compact which was reviewed and updated in the fall of 2017. Last year we held a parent night where targeted families were invited to receive more than $100 worth of instructional materials and were shown how to use them at home in order to improve student engagement and academic performance. We have planned a similar event for this school year and

based on feedback from parents and student peformance, have found this to be a beneficial use of funds.

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

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

Guiding Questions:
How did school and district administrators collaborate through funded programs such as Head Start?
What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?
How effective were these strategies?
How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

Our school works closely with the Kentucky System of Interventions (KSI), Head Start, and First Steps to ensure students are ready for preschool. Constant dialog between parents, preschool and kindergarten teachers, and school officials is a natural part of the process. For students with special needs, service-providers from both in and sometimes outside of the school meet to conduct transition meetings to ensure a successful move from one placement to the next. In October 2016, 69.3% of our students were Kindergarten ready, which was the highest in our district.

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6. Measures used to include teachers in decisions

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

Guiding Questions:
How were all teachers included in the selection of academic assessments?
How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

The STAR assessment is a district standard. However, teachers are free to take the data derived from it to make classroom and grade level instructional decisions as they see fit. Data is analyzed in both weekly PLC meetings and in Child Study Team (CST) meetings throughout the year. This leads to changes in instruction and movement of students into tiered interventions as necessary.

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7. Activities used to ensure students met Kentucky Academic Standards

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

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

How were students and their needs identified for assistance?
How did teachers and paraeducators collaborate for planning and instruction?
How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?
Which activities were deemed successful and which ones are in need of change?

STAR assessment for progress monitoring is given five times per year. Following the assessments, teachers meet in grade level meetings with administration and other relevant staff to provide necessary interventions and to consider referrals for special services if needed. School psychologists, aides, and other relevant personnel are included in the process. Goals of the CSIP are a natural part of our professional development and instructional process. Utilizing Title I funds to provide supplemental instruction to Tier II/III students was an effective strategy. We are still working toward improvement in writing instruction.

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8. Coordination and integration of programs

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

Guiding Questions:
Which federal, state, and local funds were made available to the school?
How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?
What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

Our PTO provides some financial assistance for classroom and school-wide resources through various fundraisers. The district provides funding for some resources and professional development for staff. State funding for special education, Title I, preschool, and Section 6 SBDM funds were used to support instruction and programs in accordance to state and federal guidelines. Title I Part A funds were used to supplement Tiered instruction that had not been previously provided, as well as to provide additional resources and technology to support and supplement classroom instruction.

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RICH POND ELEMENTARY
Comprehensive Improvement Plan for Schools

SBDM Approved: November 19, 2018
Dr. Dan Costellow, Principal

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):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will achieve a Proficiency Score of 95, up from 90.4 in 2017-18.

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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 80% of students will score 80% or higher on the Math District Common Assessments during the 2018-2019 school year.	KCWP 5: Design, Align and Deliver Support Collaboration with the Kentucky Center for Mathematics (KCM) and WCPS Math Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Math Achievement Grant (MAF) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	-Randi Womack will meet with teachers throughout the year -Belle Rush will meet with teachers throughout the year	Womack: $0 (district employee) Rush: $0 (services provided through MAF
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement.	-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required

Objective 2: 80% of students will score 80% or higher on the Reading District Common Assessments during the 2018-2019 school year.	KCWP 2: Design and Deliver Instruction Collaboration with Read to Achieve and WCPS Literacy Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Read to Achieve (RtA) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	Laura Beth Menser will model lessons and support planning with teachers throughout the school year.	Menser - District Employee - $0 Title I funds RTA Grant
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement				
		-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will achieve a SAI Score of 87, up from 73.2 in 2017-18.

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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Sixty percent of 5th grade students will score P/D on the 2019 K-PREP Writing Assessment, up from 38.8% in 2018.	KCWP 2: Design and Deliver Instruction -Increase the frequency of writing across subject areas -Designated time for writing -Integrated writing assignments KCWP 6: Establishing Learning Culture and Environment -Re-organize and establish an effective writing committee to review current practice, examine best practice and effective strategies at other schools, and recommend and implement procedures, instruction, and strategies to increase quality and quantity of vertically-aligned writing.	-PLC time will be used to analyze writing samples and determine next steps for instruction -District Literacy Coach will be modeling writing lessons across grade levels and support in planning lessons -PDs to support writing throughout content areas -Benchmark writing assessments to identify and then address writing deficits -Implementation and Professional Development of Handwriting Without Tears -Writing Committee will create a schoolwide writing policy and plan to be implemented at each grade level	-District Common Assessments -K-PREP results -Benchmark and Progress Monitoring Data of writing CBMs	Laura Beth Menser will model and support planning in writing Ongoing assessments and Writing Committee meetings throughout the year	Menser - District Employee - $0 Title II (PD) Funds - $1000 RTA Grant Funds
Objective 2:					

3: Gap

Goal 3 (*State your Gap goal):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will reduce the percent of novice students in the Disability category for Reading from 30.0% to 10%.

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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Twenty percent or fewer students in the Disability Category will score novice on the 2019 K-PREP Reading Assessment	KCWP 2: Design and Deliver Instruction Collaboration with Read to Achieve and WCPS Literacy Coach to share best practice strategies with teachers.	-Develop a plan for Resource teachers to attend primary PLCs. -Professional Development will occur during PLC time and after school to share new strategies with teachers. -Resource Teachers will collaborate with peers to ensure foundational learning is transferring from the resource setting to classroom instruction -Resource teachers will attend CST meetings to monitor student progress compared to peers -Resource teachers will attend Professional development opportunities in the area of Reading and Writing	-District Common Assessments (DCA) -STAR -K-PREP results	Ongoing	$1000 - for PD through Title II (Professional Development Funds)
Objective 2:					

4: Graduation rate

(N/A for Elementary Schools)

5: Growth

Goal 5 (*State your Growth goal):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will achieve a Growth Score of 20.2, up from 19.2 in 2017-18.

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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: A Growth Score of 19.7 will be achieved on the 2018-2019 K-PREP assessment.	KCWP 4: Review, Analyze and Apply Data -Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement	-PLCs will be used to identify gap areas and addressed through tiered instruction in reading and math -Child Study Teams will meet to monitor student achievement data and determine intervention needs and changes as identified -Student Growth data within STAR will be monitored and addressed for students achieving below 30% SGP -DCA data will be monitored for student reteaching and remediation as needed -PD will be offered to support reading, math, and writing instruction -Title I, RTA, and MAF teachers will provide targeted instruction to Tier II and Tier III students	-STAR reading and math growth data -Benchmark writing screening data -Progress Monitoring data for reading, math, and writing will be maintained monthly for all Tier III students	-Randi Womack will offer continual math instructional support throughout the year -Laura Beth Menser will offer continual reading and writing instructional support throughout the school year -MAF and RTA teachers will collaborate within classrooms, through PLCs and CSTs, and by offering PD to ensure best practice	Personnel through: -MAF Grant -RTA Grant -Title I funds
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal):*
By the end of the 2022-2023 school year, Rich Pond will increase the percentage of 3rd grade students who are proficient according to K-PREP projections in STAR Reading & STAR Math to 90%.

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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 85% of 3rd grade students will proficient or higher on the STAR Math Assessment by the end of the 2018-2019 school year.	KCWP 5: Design, Align and Deliver Support Collaboration with the Kentucky Center for Mathematics (KCM) and WCPS Math Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Math Achievement Grant (MAF) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	-Randi Womack will meet with teachers throughout the year -Belle Rush will meet with teachers throughout the year	Womack: $0 (district employee) Rush: $0 (services provided through MAF
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement.	-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required

Objective 2: 87% of 3rd grade students will proficient or higher on the STAR Reading Assessment by the end of the 2018-2019 school year.	KCWP 2: Design and Deliver Instruction Collaboration with Read to Achieve and WCPS Literacy Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Read to Achieve (RtA) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	Laura Beth Menser will model lessons and support planning with teachers throughout the school year.	Menser - District Employee - $0 Title I funds RTA Grant
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement				
		-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required