



2020-21 Phase One: Continuous Improvement Diagnostic Eastern

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Eastern Elementary School

Erika DeVore

4601 New Salem Road
Glasgow, Kentucky, 42141
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.

Erika DeVore 8-3-20



2020-21 Phase Two: School Assurances Eastern

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

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

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

All School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: The Needs Assessment for Schools Eastern

2020-21 Phase Two: The Needs Assessment for Schools

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Erika DeVore

4601 New Salem Road
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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?

Benchmark data results from MAP are analyzed by all classroom teachers after they are administered. Teachers calculate the percentage of students at each level (Novice, Apprentice, Proficient, Distinguished) and calculate the overall percentage of Proficient & Distinguished students. The leadership team and SBDM councils also meet to discuss data at each interval of testing as well and discuss a plan for propeling student achievement. The results from these meetings are documented by minutes, notes, and/or data charts. Principal meets with grade level teachers to discuss formative assessments and overall mastery toward standards.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Current Academic State: Students entering kindergarten have scored above the state average in the percentage of students "ready" for school for three years in a row. Behavior referrals in 18-19 were 105 compared to 47 in 20-21. In 2018-19, 62.4% of students scored proficient/distinguished in KPREP Reading; 5th grade writing scores increased by 15 points; 64% of our ECE students received growth points.

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.

Only 27% of students with disabilities scored proficient/distinguished in math. In writing, 33% of students with disabilities scored novice. Another area of concern is reading: 34% of students in grades 3-6 scored novice on the KPREP in 18-19.

Trends

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

Based on data prior to the 19-20 school year, writing remains a concern. The last group to test in writing only scored 44% proficient/distinguished, though there was a 15 point gain from 17-18 to 18-19. Our students with disabilities are also a focus within this content area.

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](#)

KCWP 1: Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards. KCWP 2: What system is in place to ensure students take responsibility for their own learning? KCWP 3: How does the principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice? KCWP 5: What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning?

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%.

For the last testing data released, EES students scored well above the state average for proficiency in reading and math, scoring 76.1 over the state average of 70.4. EES students also scored above the district average for proficiency in reading and math, scoring 76.1 over the district average of 75.4. EES students scored above the district and state averages for growth--EES @ 60.6, State @ 57.7, and District at 58.4.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for Schools Eastern

2020-21 Phase Three: Executive Summary for Schools

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Erika DeVore

4601 New Salem Road
Glasgow, Kentucky, 42141
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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?

Eastern Elementary is a public school with an enrollment of 366 students, preschool through sixth grade. School demographics: 92.9% Caucasian; 4.1% Hispanic; 1.37% African American; <1% Native Hawaiian or Other Pacific Islander; 11.4% ECE; 71.3% free or reduced lunch identification. We have 28 certified and 17 classified staff members. Our school is located just outside the city limits of Glasgow, Kentucky, a rural city with a population of approximately 14,000. The median age is 41. Unique Features: The original Eastern Elementary School was built in 1962. In 2005-2006, our school underwent a \$9 million renovation and is still located in the exact spot of the building that was erected 50 years ago. Today, the school looks brand new and has the latest technology in regards to safety and energy efficiency. Eastern Elementary School offers a wide variety of clubs and activities for all students. These include Beta Club, STLP, K Kids, Magnet and Academic Team, as well as clubs that meet during the school day in which every student participates. We have a walking track and a greenhouse on our campus. Special Challenges of the community over the last 3 years: Like most public schools in our area, we are faced with the challenge of meeting the needs of an ever-changing student population. Students scoring "ready" according to the Brigance Kindergarten Screener has gone from 42% last year to 65.3% for the 2019-20 school year. At this time, our free/reduced student population has gone from 61.2% to 62%.

. 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.

Our School Mission: "Each child, every day, will be successful." Our School Vision: "Developing a tradition of excellence, one leader at a time." These were developed by our SBDM Council in collaboration with the Eastern Staff. Both the mission and vision have had an impact on the day to day decision making and relationship building of our students and staff. Furthermore, our mission and vision are closely related to our CATS guidelines, which help drive our positive behavior interventions.

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

Our STLP (Student Technology Leadership Program) students have had projects presented at the regional and state level, each of the last five years. Eastern has much available technology for students such as Chromebook carts. Our Beta club follows the state and national Jr. Beta guidelines and has received recognition and honors at the state and national levels. Specifically, Eastern received two top 10 awards at Nationals, placing in Recyclable Art and Speech. Our Academic Team also had a strong showing at district and regional competition.

. **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.

Eastern Elementary is a Wildcat family, where teachers, families, and students, come together to make school and learning fun. We pride ourselves on being able to take everything we do to the next level. We continue to see growth in our programs, academic achievement, attendance, behavior, and parent involvement, which are not always reflected in a rating. We are proud of all our accomplishments.

Attachment Summary

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

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.

District has modified the spreadsheet to aid in calculation of GAP percentages. See attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Eastern Elementary promotes an environment of growth for each individual student. All students have access to the core curriculum through the teaching of the KY standards. Daily instruction provides opportunities for individual student's needs to be met, and all students participate in Wildcat (Rtl) time to enhance or remediate learning. This equal access to instruction creates an equal opportunity for the success of all students.

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

In analyzing the data from the past two years, Eastern Elementary made significant strides in closing the gap in reading and math with our economically disadvantaged students. Most dramatically, the discrepancy between the disadvantaged and the not-disadvantaged dropped from 29.2% to 13.5% in math in one year.

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.

Eastern Elementary has shown improvement in the overall proficient/distinguished percentage in reading for economically disadvantaged students. It grew from 48.7% to 57.3% from '17-'18 to '18-'19. Students with disabilities showed improvement in reading and in math, increasing 5% in reading and 8.5% in math. The gap between economically disadvantaged students and their non-disadvantaged peers was improved from 7.2% to 5% in science and from 17.3% to 16.6% in social studies.

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.

There is a widening gap between females and males. As a whole, females are significantly outscoring males in reading and math. The gap widened from 7% to 13.1% in reading and from 4.6% to 14.8% in math. Other GAP groups are showing growth in reading and math; however, there is still a gap between students with disabilities and those without in proficiency. Economically disadvantaged students

are showing regression in writing in comparison to their non-disadvantaged peers. The gap was 23.8% in '17-'18 compared to 28.8% in '18-'19.

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

Attendance, truancy, and new enrollments are just some of the barriers to reaching proficient/distinguished with our students with disabilities. Almost 20% of our students with disabilities who scored novice were new students to us in the 2018-19 school year. Furthermore, only 4% of those same students were enrolled at our school last year. This further shows the role that truancy plays in overall academic success. Behavior interventions as a whole are more prevalent for male students in our school, which may explain the widening gap between the performance of males and females.

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.

Leadership Team meetings monthly (see attachment) SBDM Council meetings monthly (see attachment) S-Team Quarterly Meetings (see attachment) Ongoing Data Teams to discuss impactful instructional strategies (all classroom teachers) Analyzing Data in Faculty Meetings (benchmark vs. KPrep) (all certified staff)

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.)

Writing has been an area of concern for the past few years. Data confirms that we are growing, but that there is still a significant gap between our students with disabilities and the non-disability group. Our PD plan incorporates specific writing instruction training from Abell & Atherton. As a result of this training, a new writing plan was formed as well as a writing team. Teachers have been involved in determining areas for growth and improvement and have determined specific areas

where consistency is needed. Further PLC and vertical teamwork has then resulted throughout the year to continue this plan and to allow time to reflect on instructional practices. Under the direction of district support staff, teachers were also given the opportunity to be trained in their specific area of need, which also supports the overall growth and success of not only GAP groups but all students.

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 Reading proficiency rates for students with Individualized Education Plans from 39.4% to 44.9% by 2021. Increase the Math proficiency rates for students with Individualized Education Plans from 27.3% to 33.9 % by 2021. Reduce the gap between females and males in reading by 5%. Reduce the gap between females and males in math by 5%.

ATTACHMENTS

Attachment Name

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.

District has adapted the process to allow for the GAP Goal to be attached to this diagnostic. The associated activities are designed to help the school close the gap.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Eastern GAP Goal Page 2020-21	Gap Goal	• III
 Eastern Gap Groups 2020	As identified from SRC 2020	• I

School:	Eastern Elementary	Date:	11-17-20
Goal 3: GAP	<p>Increase the Reading proficiency rates for students with Individualized Education Plans from 39.4% to 47.7% by 2022 and in math from 27.3% to 37.2 % by 2022.</p> <p>Reduce the gap between females and males in reading and math by 5% by 2022.</p>		

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities
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Identify the strategy/strategies and the timeline for each activity, the person (s) responsible for ensuring the fidelity of the activity, and necessary funding to execute the activity.

Objective 1:	Increase the Reading and Math proficiency rates for students with Individualized Education Plans from 39.4% to 44.9% in Reading and 27.3% to 33.9% in Math by 2021.						To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress
1.1	KCWP 1: Design and Deploy Standards	Data Teams will occur throughout the school year and will include analyzing priority standards, creating congruent assessments and rubrics, and developing a plan of action to ensure students reach mastery even after the unit has concluded.	Teachers, Principal	August 2020 - August 2021	\$0	No Funding Required		
1.1	KCWP 4: Review, Analyze and Apply Data	In PLCs, teachers will utilize benchmark assessments to monitor student achievement and create intervention opportunities for all students' growth.	Principal	August 2020 - December 2021	\$0	No Funding Required		

School:	Eastern Elementary	Date:	11-17-20
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Goal 3: GAP	<p>Increase the Reading proficiency rates for students with Individualized Education Plans from 39.4% to 47.7% by 2022 and in math from 27.3% to 37.2 % by 2022.</p> <p>Reduce the gap between females and males in reading and math by 5% by 2022.</p>
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1.2	KCWP 2: Design and Deliver Instruction	Reading & Math Intervention- Staff members will ensure that modifications are made and that formative assessments are used to design and enhance learning.	RTI Team	August 2020-May 2021	\$28,000	Title I		
1.3	KCWP 2: Design and Deliver Instruction	ECE Teachers will transition toward co-teaching model and away from resource time in ECE classroom. This will ensure that the needs of students are being met.	ECE Teachers, Counselors, Principal	August 2020-May 2021	\$0	No Funding Required		
1.4	KCWP 1: Design and Deploy Standards	PLCs will occur throughout the school year and will include analyzing priority standards, creating congruent assessments and rubrics, and developing a plan of action to ensure students reach mastery even after the unit has concluded.	Teachers, Principal	August 2020 - May 2021	\$0	No Funding Required		

Objective 2:	Reduce the gap between females and males in reading and math by 3% by 2021.						To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress
2.1	KCWP 4: Review, Analyze and Apply Data	In PLCs, teachers will identify the strengths and weaknesses of females vs. males; instructional strategies will be discussed and planned for each group.	Teachers, Principal	Dec 2020-August 2021	\$0	No Funding Required		
2.2	KCWP 2: Design and Deliver Instruction	Teachers will use a variety of print and non-print texts that appeal to both females and males.	Teachers	Dec 2020-Dec 2021	\$0	No Funding Required		

Eastern Elementary

2020 SRC Enrollment - Gap Group Identification

Demographic Group		Enrollment	Percentage of Total School Population
All Students		400	100%
Female		204	51%
Male		196	49%
African American		4	1%
American Indian or Alaska Native		0	0%
Asian		1	0%
Hispanic or Latino		13	3%
Native Hawaiian or Other Pacific Islander		1	0%
Two or more races		3	1%
White		378	95%
Economically Disadvantaged		288	72%
Title I		400	100%
Students With Disabilities (IEP)		102	26%
English Learner (EL)		3	1%
Foster		11	3%
Gifted/Talented		63	16%
Homeless		84	21%
Migrant		4	1%
Military		4	1%

** data is from school report card showing identified group counts from enrollment tab*

https://www.kyschoolreportcard.com/organization/53250/school_overview/students/enrollment?year=20



2020-2021 Phase Three: Comprehensive School Improvement Plan Eastern

2020-2021 Phase Three: Comprehensive School Improvement Plan

Eastern Elementary School

Erika DeVore

4601 New Salem Road
Glasgow, Kentucky, 42141
United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>GAP Goal</u>		.
 <u>Growth Goal</u>	Growth Goal	.
 <u>Proficiency Goal</u>		.
 <u>Separate Academic Goal</u>		.



2020-21 Phase Three: Professional Development Plan for Schools Eastern

2020-21 Phase Three: Professional Development Plan for Schools

Eastern Elementary School

Erika DeVore

4601 New Salem Road
Glasgow, Kentucky, 42141
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?

The school's mission is "Each child, every day, will be successful."

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?

Support for special education students in order to close the gap in performance.
Novice reduction in reading for all grades.

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

We are concerned about the progress of our special education students in the areas of reading, math, and writing as identified on the Needs Assessment as well as the CSIP Gap Goal. We also want to reduce novice and increase proficiency for all students in reading.

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.

By incorporating the visible learning philosophy to help students gain more self-awareness and ownership for their learning, students with disabilities will be closer to meeting their academic goals.

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

By students taking ownership of their own learning, they will be able to understand the learning intentions and where they fall on the learning progression. This awareness helps them set goals and understand overall progress. This self-awareness coupled with appropriate feedback from the teacher will facilitate their success.

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.

We should see progress throughout the year as evidence in benchmark assessments and progress monitoring.

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

All teachers of students with disabilities as well as special education teachers.

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

All students will be impacted by employing these strategies and this structure.

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

Teachers have already had training in this area. However, in order to grow the work, teachers need time to receive feedback from observations both from the principal and from each other. PLCs and those observations will depend on the availability and the restrictions of the pandemic.

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

As stated above, the restrictions of the pandemic force us to be creative in how we coach and operate as a community of professionals. That community involvement is vital to continuing this work.

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.

If possible, we would make observations through an instructional rounds process and be able to provide feedback to all stakeholders. Data on areas for growth would be monitored in this framework.

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.

Professional development on task creation and on level of rigor will help increase our proficiency and reduce our novice students.

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

We believe that there is great weight placed on the actual tasks that we create for students. We want those tasks to reflect rigor and high expectations. Intentional integration of rigor and critical thinking will advance all students.

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.

Benchmark data on MAP assessments throughout the year will serve as a barometer of progress and ultimate success as well as evidence collected from Common Assessments.

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

ELA Teachers

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

Well-written lesson and tasks will benefit all students.

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

We need time and a trainer with expertise that can help us take what we are already doing and make it stronger.

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

Follow-up from trainer/presenter would be very beneficial when restrictions are lifted. If these can be provided with distance learning instruction, teachers will be able to use the feedback to improve.

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.

Task analysis can be done through virtual means. Looking at students work samples will assist in targeting areas for growth.

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)
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