2020-21 Phase One: Continuous Improvement Diagnostic_THill_14:22

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Temple Hill Elementary School
Cory Edwards
8788 Tompkinsville Road
Glasgow, Kentucky, 42141
United States of America

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

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

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

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

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

Please enter your name and date below to certify.

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Cory Edwards August 3, 2020

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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.

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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

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The survey was completed on 9/2/2020.

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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

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○ 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

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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

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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**

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o No

o 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**

o No

o 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**

o No

o 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**

o No

o N/A

COMMENTS

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

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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

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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

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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

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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 undersection 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)).

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● **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).

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● **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

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: The Needs Assessment for Schools Temple Hill Nov 2020

2020-21 Phase Two: The Needs Assessment for Schools

Temple Hill Elementary School
Cory Edwards
8788 Tompkinsville Road
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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.

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Protocol

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

Our school reviews data in a variety of ways. Our Kindergarten through sixth grades take the MAP assessments three times per year in reading and math. Teachers conference with students after each session to facilitate goal setting and identification of strengths and weaknesses. Teachers, principal, and our school counselor meet during common planning or in PLC meetings after school to further discuss improvement strategies for individual students or groups of students. These meetings also take place during data team discussions while looking at common assessment results and next steps to promote continued student success. Finally, each grade level in third through sixth grade looks at current MAP data with novice, apprentice, proficient, and distinguished correlation numbers to identify specific students to move along the novice, apprentice, proficient, and distinguished continuum with a name it and claim it process, which occurs during common planning time after the administration of MAP testing. Teachers also use weekly WIN, what I need, time to help students with individual learning needs. The leadership team also reviews the MAP results along with name it/claim it lists.

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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:
-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.

    -58% of students in 3rd through 6th grade are proficient or distinguished in reading according to Fall 2020 MAP data. -35% of students in 3rd through 6th grade are proficient or distinguished in math according to Fall 2020 MAP data. -From Fall 2019 to Fall 2020 our school saw a 15% increase in apprentice scores in 3rd through 6th grade. -From 2018 to 2020 our teacher attendance rate has gone from 80% to 97%. -Office referrals went from 79 in 2019 to 80 in 2020.

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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.

According to our most current Fall 2020 MAP data, our school saw a 21% drop in proficient and distinguished math scores in 3rd through 6th grade going from 56% in 19-20 to 35% in 20-21. We also saw a 15% increase in students scoring at the apprentice level in math.

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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?

We do not have trend data that reflects an area of concern at this time. However, our current MAP data in math does raise some concern as we saw a 21% decrease in proficient and distinguished scores from 2019-20 to 2020-21. We also saw a 15% increase in apprentice scores with our MAP math from 2019-20 to 2020-21. This data is drawing our attention to math instruction at this time.

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Potential Source of Problem

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

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

Temple Hill Elementary will continue to focus on visible learning strategies of increasing teacher clarity through appropriate learning intentions and success criteria and developing effective feedback strategies for both teacher to student feedback and student to student feedback. This refinement process also must take into account social distancing in classrooms this year. These efforts will facilitate an improvement in design and delivery of instruction (KCWP 2) for all students. Temple Hill Elementary will continue to refine the data team process that looks at common assessment results to impact instructional decisions in order to meet the various needs of all learners. Both MAP and common assessment data will be used to develop "Name it Claim it" lists in grades 3rd through 6th to facilitate focused instruction in both reading and math. This data will also be used to help guide specific instructional needs of students during WIN, what I need time in the weekly schedule. Collaboration between classroom teachers and RTI interventionists will also look at data and "Name it Claim it" lists. This focus will facilitate an improvement in the review, analysis, and application of data (KCWP 4) used to help all students achieve success.

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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%.

Proficiency rates as measured by KPREP reading and KPREP math have been sustained at 63% or higher over the last three academic years. Proficiency rates as measured by KPREP social studies have been sustained at 75% or higher over the last three academic years. Fall Reading MAP data from the last three years for proficient and distinguished students has been at 58% or higher. The Impact Kentucky Working Conditions Survey from 2020 shows that 76% of staff have a favorable opinion of being able to educate all students. This survey also shows that 76% of staff have a favorable opinion of staff and leadership relationships. Teacher attendance rates have increased from 80% in 2018-19 to 97% in 2019-20.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Executive Summary for Schools Temple Hill Nov 2020

2020-21 Phase Three: Executive Summary for Schools

Temple Hill Elementary School
Cory Edwards
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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?

Temple Hill Elementary is located in the southern portion of Barren County about nine miles south of Glasgow, KY. The community is rural with numerous family farms and farm land throughout the area. This school is a part of the local community with generational ties to Temple Hill Elementary, which prior to 1973 was a Kindergarten through twelfth grade school. This generational connection is evident at our annual fall festival as numerous people without children, grandchildren, nieces, or nephews attend the event to catch up with local community members and support our school by spending money at the event. Our student population is 291 students in grades preschool through sixth grade, with 65% of students qualifying for free or reduced lunch. This demographic indicator points to the lower socioeconomic status of many within the community. Parental and community support from the Temple Hill Volunteer Fire Department, Temple Hill Lions Club, Temple Hill Baptist Church, and the local Masonic Lodge help us to overcome the challenges associated with lack of economic resources. A new challenge this year is hybrid learning being implemented due to the current pandemic surrounding CoVid19. Teachers and students are learning both in person when possible and virtually when necessary. Virtual learners have a variety of barriers to education including availability of adequate internet service and effective devices as well as varying levels of parent support. We also have a rise in Hispanic population within our school community as this group has increased from 8% to 11%. This means that we really have to work with support systems such as ESL and migrant education to meet the needs of these stakeholders. Temple Hill Elementary has a history of success related to assessment data, with assessed areas often surpassing state averages. As a matter of fact, our latest KPREP data from the 2018-19 school year shows that we scored above the state average for proficiency in reading (T.H. 68.5; St. 54.6), math (T.H. 65.7; St. 48.6) , social studies (T.H. 78.5; St. 53), and writing (T.H. 69.7; St. 46.6). Our teachers challenge and encourage all students to be their best on a daily basis, set goals, and focus on problem solving. We are one bulldog family united in meeting the needs of all students and stakeholders.

. 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.

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Temple Hill Elementary Roadmap for Success: School Purpose: Educate All through Enthusiasm, Excellence, and Empowerment. School Motto: Bulldog Pride Guidelines for Success: 1) Be Responsible 2) Be Cooperative 3) Be Open-minded 4) Be a Problem Solver 5) Treat others with Dignity and Respect At Temple Hill Elementary we promote students giving their bulldog best daily through their thinking, words, and actions. We review the guidelines for success each day during our morning meeting. These five guiding principles provide a common framework for discussions with students in the classroom, common areas, special area classes, and disciplinary actions at our school. We expect students to always give their bulldog best (effort) and demonstrate bulldog pride (actions) in all they do!

. 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.

Looking at academic, cultural, and behavioral measures there are not any significant areas of improvement that need to be addressed at this time. We are looking at our 2020 Fall MAP data for math in grades third through sixth since the KPREP correlation study shows that 53% scored in the apprentice level and we do not have KPREP data for 2019-20. We will be looking closely at winter MAP scores to see what happens to this trend line. We obviously want to continue to improve proficiency scores over time as we refine our teaching practice and analyze data to make informed instructional decisions. KPREP scores from the 2017-18 and 2018-19 are consistently above the 60% mark for proficiency in reading, math, social studies, and writing, while state averages in those content areas range from 40% to 54.6% proficiency. We continue to closely watch our science data as our proficiency score was 40% compared to the state average was 31.7%. We expect our science data to progressively move toward that 60% mark for proficiency as we focus on digging into the new standards, writing effective LI/SC, task development, assessment, and feedback. Also, district level PLCs are being held monthly throughout the year to support continuing standards and common assessment work.

. **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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Closing the Achievement Gap Diagnostic
Temple Hill Nov 2020

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Temple Hill Elementary School
Cory Edwards
8788 Tompkinsville Road
Glasgow, Kentucky, 42141
United States of America

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 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.

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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.

Please refer to the Temple Hill GAP groups 2020 chart at the bottom of the page.

ATTACHMENTS

Attachment Name

📄 T Hill CSIP GAP goal_20-21

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Temple Hill Elementary School

II. Achievement Gap Analysis

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

The climate and culture of our school focuses on all students being successful in their educational journey. We strive for everyday excellence from both our faculty and students. We strive to educate with enthusiasm and empathy through high expectations. Those expectations for excellence are driven through engagement, enrichment, and empowerment of students to take on challenges with effective tools and strategies that promote problem solving and critical thinking. Our students use five guidelines for success to drive their thinking at Temple Hill. We have a strong focus on being responsible, being cooperative, being open minded, being a problem solver, and treating others with dignity and respect. All students at Temple Hill Elementary are learning in this environment. We also celebrate student success in the classroom, virtually via google meets, and on social media platforms such as Facebook, Twitter, and our school website.

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

The GAP groups looked at through our data include the disability group and the economically disadvantaged group. Our disability student group novice percentage in reading fell from 52.8% in 2017-18 to 31.3% in 2018-19 for a total improvement of 21.5% in novice reduction. We are still working of closing this gap. Our disability student group novice percentage in math on the KPREP rose from 23.5% in 2017-18 to 37.5% in 2018-19 for an increase of 14.2%. According to the 2017-18 KPREP, our economically disadvantaged group scored 54.1% proficient and distinguished compared to 63.1% of all students in reading. The economically disadvantaged group scored 52.0 proficient and distinguished in math compared to 63.1% of all students in math. According to the 2018-19 KPREP, our economically disadvantaged group scored 58.7% proficient and distinguished compared to 68.5% of all students in reading. The economically disadvantaged group scored 55.3% proficient and distinguished compared to 65.7% of all students in math. We are still working on closing this gap. We currently do not have any additional KPREP data to analyze due to the pandemic.

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.

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According to KPREP data, our disability student group novice percentage in reading fell from 52.8% in 2017-18 to 31.3% in 2018-19 for a total improvement of 21.5% in novice reduction. According to KPREP data, our economically disadvantaged group increased proficiency percentages in reading from 54.1 in 2017-18 to 58.7 in 2018-19. According to KPREP data, our economically disadvantaged group increased proficiency percentages in math from 52.0 in 2017-18 to 55.3 in 2018-19. We currently do not have any additional KPREP data to analyze due to the pandemic.

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.

According to KPREP data, our disability group has regressed in math novice reduction rates from 23.5% in 2017-18 to 37.5% in 2018-19 for an increase of 14.2%.

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

KCWP 2: Design and Deliver instruction and KCWP 4: Review, Analyze, and Apply data are two focus areas at Temple Hill Elementary. This is the third year of implementing data teams at Temple Hill Elementary. We continue to refine the process of giving common assessments and then digging through the data to make appropriate instructional decisions. As we become more proficient at the process, we anticipate better differentiation of learning for all students. This is the fourth year of implementing learning intentions, success criteria, and feedback with feedback structures. We continue to refine this process as well. Teachers and students are getting used to this being the norm for instruction throughout the building, and we anticipate student growth as a result. Teachers are still refining the appropriate use of feedback and feedback structures within the learning environment to help students regulate their own learning. Each of these endeavors will help to close achievement gaps for all learners.

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.

Our teachers, school principal, school counselor, SBDM council, parent teacher organization, 21st century after school program, family resource center assistant coordinator, and community all work together to help Temple Hill Elementary improve over time. We need the support of each stakeholder mentioned to help

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students thrive. Community members, PTO, 21st century, and FRC work diligently to provide resources to support the educational environment at Temple Hill. The school principal along with the SBDM council work through the approval of the plan as sections are reviewed and modified as needed. School committees made up of school administration, teachers, and parents contribute to the planning process as they look at behavioral data, community involvement, public relations, etc... School administrators and teachers analyze testing data including MAP and KPREP data to identify areas of celebration and concern. List of strategic partners: Bretta Schalk (Teacher/SBDM); Sabrina Ellis (Teacher/SBDM); Shanna Depp (Teacher/SBDM); Tesia Bailey (Teacher/SBDM); Kylee Allen (Teacher); Amy Gill (Teacher); Kali Coffey (Teacher); Tessa Dubre (Teacher); Kaitlyn Brown (Teacher); Annie Minor (Teacher); Taylor Clark (Teacher); Carrie Moss (Teacher); Amanda Meek (Teacher); Tammy Lowe (Teacher); Jacqui Hurt (Teacher); Jourdan Branstetter (Teacher); Seth Edmunds (Teacher); Keilah Hill (Teacher); Sue Bowen (Teacher); Teresa Welsh (RTI Interventionist) Tracy Russell (ESS); Kristin Paiz (Teacher); Michelle Kingrey (Teacher) Lisette Espinoza (Parent/SBDM); Ashley Norris (Parent/SBDM); Lori Beth Ferguson (Parent/SBDM); Ashley Seeley (Parent/PTO President/Assistant FRC Coordinator) Chelea Stinson (Parent/PTO president/Instructional Assistant); Holly Stout (21st Century Coordinator); Dana Salley (Family Resource Coordinator); Frank Benton (community partner); Dana Bailey (Counselor); Keri Mosier (District Lead Teacher); Jennifer Clemmons (District Instructional Support); Susan Hammer (District Instructional Support); Kathy Burris (Director of Elementary Instruction); Cortni Crews (Assistant Superintendent)

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.)

The school's professional development plan has an emphasis on the work of John Hattie through Visible Learning research that focuses on increasing teacher clarity through the development and implementation of appropriate learning intentions and success criteria. These guides for learning along with an emphasis on feedback, feedback structures, and strategies and tools for student success move our students toward becoming assessment capable learners. We also focus on the use

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of common assessment data to drive instructional decisions related to priority standards. Presently, each grade level teaching team is in the process of having district-wide PLCs that move the continuous standards work forward throughout our entire district. These district meetings will move our teachers ahead toward professional learning opportunities during the summer of 2021. Students also have homework help opportunities through our 21st century after school program. Our classroom teachers work closely with our RTI interventionists and ECE teachers to support students that have achievement gaps. Students in grades 3rd through 6th have W.I.N. (what I need) time built into their schedule to meet the various needs of learners.

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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).

1-Disability Group decrease of novice rating in math (KPREP) from 37.5% to 33.3% by 2021. 2-Economically Disadvantaged Group increase of proficient and distinguished rating in reading (KPREP) from 58.8% to 62.5% in 2021. 3-Economically Disadvantaged Group increase of proficient and distinguished rating in math (KPREP) from 55.3% to 59.4% in 2021.

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Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Please refer to the T Hill CSIP GAP goal_20-21 document at the bottom of this page.

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📄 T Hill CSIP GAP goal_20-21		•
⊞ Temple Hill Gap Groups 2020	As identified from SRC 2020	• I

Temple Hill Elementary

2020 SRC Enrollment - Gap Group Identification

Demographic Group		Enrollment	Percentage of Total School Population
All Students		339	100%
Female		156	46%
Male		183	54%
African American		2	1%
American Indian or Alaska Native		0	0%
Asian		0	0%
Hispanic or Latino		38	11%
Native Hawaiian or Other Pacific Islander		0	0%
Two or more races		7	2%
White		292	86%
Economically Disadvantaged		224	66%
Title I		339	100%
Students With Disabilities (IEP)		80	24%
English Learner (EL)		16	5%
Foster		1	0%
Gifted/Talented		9	3%
Homeless		40	12%
Migrant		16	5%
Military		0	0%

* data is from school report card showing identified group counts from enrollment tab
https://www.kyschoolreportcard.com/organization/54211/school_overview/students/

School:	Temple Hill Elementary	Date:	November 2020
Goal 3: GAP	Decrease math novice rates from 37.5% to 30.0% for the disability group by 2022.		

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:	1. Decrease math novice rates from 37.5% to 33.3% for the disability group 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 5: Design, Align and Deliver Support	PBIS Impact Team will continue to meet bi-monthly meetings to address school-wide concerns or issues involving behavior, attendance, and relationships. The results of these meetings will be communicated with all staff. The secondary PBIS team will meet monthly to discuss specific students that need specific plans to meet their needs.	Principal, Counselor, Teacher, School Staff	August 2020 - May 2021	$0	N/A		
1.2	KCWP 5: Design, Align and Deliver Support	Collaborate with FRC and 21st Century Coordinator to improve parent involvement, including direct family communication, home visits as needed, monthly newsletters, and needs assessment surveys.	Principal, Counselor, FRC coordinator , 21st Century Coordinator	August 2020 - May 2021	$500	FRC; 21st century		
1.3	KCWP 4: Review, Analyze and Apply Data	Ongoing Data Analysis: MAP data, common assessment data, and summative assessment data will be analyzed by instructional staff to identify achievement gap and growth trends. PLCs and ECE monthly meetings will analyze and use data to improve math instruction and build consistency	Principal, Counselor, Teachers, Interventionists, ESS Staff	August 2020 - May 2021	$0	N/A		

School:	Temple Hill Elementary		Date:	November 2020

Goal 3: GAP		Decrease math novice rates from 37.5% to 30.0% for the disability group by 2022.					
		within math instruction. Data will be gathered from various assessments throughout the year. Exceptional education teachers will collaborate with classroom teachers to close learning gaps for their students.					
1.4	KCWP 2: Design and deliver instruction	Exceptional education teachers will co-teach with classroom teachers to close learning gaps for their students.	Principal, ECE teachers, Classroom teachers, District ECE staff	August 2020- May 2021	$0	N/A	

Tabbing from last cell in Objective group will create additional lines for activities, if needed.   To create additional Objectives groups, copy/paste tables as needed.

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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, Baldridge, 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.

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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- Please refer to the attachments below.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 T Hill CSIP GAP goal_20-21		•
📄 T Hill CSIP Growth goal_20-21		•
📄 T Hill CSIP Proficiency goal_20-21		•
📄 T Hill CSIP Separate Academic Goal_20-21		•

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2020-21 Phase Three: Professional Development Plan for Schools

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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?

Temple Hill Elementary exists to educate all through enthusiasm, excellence, and empowerment while promoting Bulldog Pride by giving our Bulldog Best in every situation.

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?

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Our top two priorities are continuing the visible learning work including teacher clarity, feedback, and strategies/tools and continued refinement of meeting the needs of our special education students through co-teaching and action planning as well as those students served in RTI. We want to increase the proficiency rating for all students in math. We want to support our special education students in math and reduce those rated as novice.

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

We are concerned about our proficiency rating for math with all students as is identified in our current needs assessment. We are also concerned about our special education students novice percentage in math as is identified in our current CSIP Gap goal.

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.

As we continue to focus on visible learning to produce assessment capable learners, all students will increase in self awareness and ownership for learning which should lead to an increase in overall performance on assessment measures.

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

As teachers increase clarity through appropriate learning intentions and success criteria, students should become more self aware of their learning and where they are moving throughout their learning progression. Appropriate use of feedback will further guide learning and lead to continued growth and success for all students.

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 continued progress throughout the year on benchmark assessments and progress monitoring data.

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

All teachers including special education teachers and interventionists will be included in the work.

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

All teachers, including special education teachers, interventionists and students will be impacted by these strategies and structures.

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

Teachers have already had training in the work of visible learning; however, they need continuous feedback from observations/walkthroughs to continue to move the work forward. Continued PLC work and those observations/walkthroughs will depend on the availability and concerns associated with the current pandemic.

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

As stated above, the current pandemic is impacting the ability to coach and interact as a community of professionals. We are trying to be creative in ways to do this amidst the current situation. Continued work within our professional community is vital to moving this work forward.

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.

When possible, the principal will conduct observations and walkthroughs to provide feedback to all stakeholders related to the continued work within the visible learning 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.

Continued professional development related to effective co-teaching and best practices with our disability group along with continued refinement of best practices with the RTI framework.

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

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As homeroom teachers, special education teachers, and interventionists refine their abilities to meet the needs of struggling students, their overall performance in math should improve.

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 from MAP testing and common assessment data.

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

All teachers that have students in the disability group, special education teachers, and interventionists.

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

Special education teachers, interventionists, homeroom teachers, and students in the disability group or RTI will be positively impacted.

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

We need district-level support from our special programs department to continue to offer updates on strategies and structures to support our special education students and struggling learners that receive RTI services.

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

Monthly meetings led by our special programs personnel, connect meetings led by our interventionists, S-team meetings, and continued PLC work will support the professional learning implementation.

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.

Monthly meetings can be conducted virtually if necessary. Each of the above meeting groups will be looking at benchmark data, common assessments, & grade-

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level assessments to chart the course for next steps in meeting individual student needs.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)