2019-20 Julius Marks Elementary Executive Summary

2019-20 Phase Three: Executive Summary for Schools

Julius Marks Elementary School
Rebecca Puckett
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 12/20/2019
Status: Open
2019-20 Phase Three: Executive Summary for Schools

Description of the School
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?

Julius Marks Elementary has approximately 600 students serving 72% free/reduced meal students, 29% African American students, 10% Hispanic students, 4% Asian students and over 10% students identified two or more races. This number has decreased by approximately 100 students due to the opening of a new elementary school where some of our students were reassigned. Julius Marks is located in a residential neighborhood and pulls students from over three miles away, crossing two major roadways. This is important to note as many of our families are not residing in the immediate neighborhood. The amount of students in the free/reduced meal program has increased over the past five years and our school provides free breakfast and lunch for all 600 students, and two sessions of preschool. The community is split by distance but has a growing group of stakeholders bringing the overall school community together for a common purpose.

School's Purpose
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 mission is to create a collaborative community that ensures all students achieve at high levels and are prepared to excel in a global society. The Positive Behavior Interventions and Supports are a large part of the focus in efforts to provide optimum access to core content for all students. The collaborative community of Professional Learning Communities, family engagement, and committee work all help achievement and preparedness for a global society.

Notable Achievements and Areas of Improvement
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.

Julius Marks has identified several areas of improvement over the next three years. These include: improving structures and processes for increased student achievement, communication with all stakeholders regarding the learning that is ongoing, and a focus on improved Tier 1 instruction in both Reading and Math. We are striving to achieve great things with a focus on intentionally designing and delivering instruction with active strategies that support students of color and poverty to address the gap that exists.

Additional Information

CSI/TSI Schools 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

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

None at this time.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Julius Marks Elementary School
Rebecca Puckett
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

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2019-20 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 2019-20 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
• Title I Annual Review
• Diagnostic

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.
Rebecca Puckett September 8, 2019
2019-20 Julius Marks Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Julius Marks Elementary School
Rebecca Puckett
3277 Pepperhill Rd
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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/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 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/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

State data for grades 3-5 is analyzed school wide once released in the fall. Analysis is provided by certified staff as well as SBDM Council members, including parents. The data is compared to other schools in the district and state as well as within our own school from year to year. Specific populations and groups are looked at to compare growth on KPREP. In addition to KPREP data, MAP data analysis is conducted by the same stakeholders. In addition to the school wide perspective, grade levels work to analyze reading and math KPREP and MAP data to address weaknesses, and professional strengths to build capacity. Grade levels meet regularly to continuously and collaboratively use data for instructional improvement. A school leadership team meets monthly to review analysis as it relates to next steps in planning for professional learning, budgets, and needed supports. All meetings are documented through minutes focused on a common platform accessible to all stakeholders involved. Regarding MAP data, specific content strands within math and reading are analyzed to identify strengths and weaknesses within each content area.
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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

The overall current academic state of Julius Marks Elementary is that 45% of students scored proficient on KPREP reading and 40% of students scored proficient on KPREP math. In writing, we had an increase from 2018 to 2019 of 11% in students scoring proficient on KPREP writing assessment. However, from 2018 to 2019 we saw a decrease in students scoring proficient in reading, math, social studies and science. We are happy to report no significant gaps are present based on KPREP data. While the growth among all groups varied by only six points the overall growth was marked low based on the cut scores. We have a high number of novice and apprentice in math with 60% of students not scoring proficient. The highest number of students scoring novice and apprentice in math are African American students with 78.7%. We had more students score proficient and distinguished in reading than in math. Growth in reading was higher than growth in math. The subgroup with the highest growth in reading was the English Learner group with a growth rate of 91. This same group however only had a growth rate in math of 47. The biggest gap of proficient/distinguished between subgroups was in social studies with a gap of 46.7 when comparing white students with African American students. The overall non-academic current state is only 5.1% of students have behavior events. We have an out of school suspension rate of 1.2% and an in school suspension rate of 3.1%. We have maintained a 95% attendance rate.
Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**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.

Of biggest concern is that our growth overall was low across math and reading with a score of 49.5. The largest decrease in percent of P/D was in math, showing a 6% decrease from 2018 to 2019. Another priority and concern is that of all students scoring Novice in reading, 48% were students of color. The concern transfers to math as well with 49% of novice math students were students of color.
Trends

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

An improvement from the year prior involves significant gaps with no significant gaps present based on 2019 KPREP data. While this is an improvement, we continue to see almost half of the students scoring novice are African American students. In addition, we continue to see the largest percentage of students receiving office discipline referrals are African American students. Another trend when comparing data is that we continue to have a lower number of students P/D on KPREP in math and reading than predicted on Spring MAP using the linking student between MAP and KPREP. This disconnect is a continued trend. A demographic trend is that from 2018 to 2019 we had an increase of the percent of students qualifying for free/reduced price meals by 7%.
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 - What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? KCWP 1 - What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?
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%.

Strengths include we maintained the district goal of a 95% attendance rate. We have also increased the number of identified Gifted and Talented students from 7.8% to 13.8% from the year prior. In regards to staff, we decreased the amount of teacher turnover from the year prior, 24.5% turnover, down to 16% teacher turnover. We have strengthened our technology resources and increased the grade levels with 1:1 student computer access to first through fifth grades, compared to an overall 9.9:1 ratio the year prior. We have had a 2% increase in the number of students categorized as READY on the Brigance K Assessment from 2017 to 2018.
2019-20 Julius Marks Elementary Closing the Achievement Gap

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Julius Marks Elementary School
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Lexington, Kentucky, 40502
United States of America

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Status: Open
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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

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

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

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

**ATTACHMENTS**

**Attachment Name**

- JME GAP Group Identification
II. Achievement Gap Analysis

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

The school climate and culture, as related to the gap population, is intentional and supportive. Effective strategies to address needs of identified gap groups are sought out and discussed in Professional Learning Communities, SBDM Council, SBDM Committees, and PBIS Team. Student surveys are often used to gain student perception of culture and climate as it relates to the entire population. Student survey data helps build a positive culture and climate through addressing strengths and challenges from student perspectives.

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

Data over the past two years shows no growth in achievement gap students.

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.

Fifth grade students in the F/R lunch population made gains in reading and math over the previous two years, but did not make gains this year. A decline in African American and students of poverty proficiency in reading and math is evident.

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.

Regression remains evident in our African American in reading and math in fourth and fifth grades. Fifth grade shows regression in writing with students qualifying for free and reduced lunch, students of color, and white (non-Hispanic) students.

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

Inconsistent

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

The School Leadership Team, along with SBDM Council, and teacher input through our PLC process and structures, worked to plan for the achievement gaps present. The school has participated in professional learning around Culturally Responsive Teaching and Learning to build capacity and create a stronger leadership team to impact the active engagement of our African American population.

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.

Our professional development plan includes Tier 1 learning around the district supported math, reading, and science implementations. In addition, training around PBIS structures through Kagan to support all students and identified students showing small group and individual social/emotional learning needs.
III. Planning the Work

Closing the Achievement Gap Goals

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 percentage of free/reduced lunch students in math from 29.5% to 33% by 2020. Increase the percentage of free/reduced lunch students in reading from 36% to 40% by 2020.

Closing the Achievement Gap

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

See attachment

ATTACHMENTS

Attachment Name

- JME Measurable GAP Goal
## Attachment Summary

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<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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<tbody>
<tr>
<td>JME GAP Group Identification</td>
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<tr>
<td>JME Measurable GAP Goal</td>
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<td>• III</td>
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</table>
2019-20 Julius Marks School Assurances

2019-20 Phase Two: School Assurances

Julius Marks Elementary School
Rebecca Puckett
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/16/2019
Status: Open
1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. 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.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 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 completed the Kentucky Teacher Performance survey.

- Yes
  - No
  - N/A
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

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

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

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

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

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.
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
Title I Targeted Assistance School Programs

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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.
15. 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

16. 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
Schools Identified for Targeted Support and Improvement

17. If identified for 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
18. 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

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

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

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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
## Attachment Summary

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Julius Marks’ Comprehensive School Improvement Plan (CSIP)

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

**Operational Definitions**

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

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

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

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

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

**Requirements for Building an Improvement Plan**

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
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<tbody>
<tr>
<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
<td>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <em>Six Sigma, Shipley, Baldridge, etc.</em>).</td>
<td>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</td>
<td>List the criteria that shows the impact of the work. The <strong>measures</strong> may be quantitative or qualitative, but are observable in some way.</td>
<td>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</td>
<td>List the funding source(s) used to support (or needed to support) the improvement initiative.</td>
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<tr>
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<tr>
<td>Objective 1 – By May 2020 increase reading proficiency scores from 45% to 50%.</td>
<td>KCWP 1: Design and Deploy Standards: Refine system to assess, review, and refine curricula to support assurance that all students have the knowledge, skills and dispositions for future success.</td>
<td>Continue PLC process for assessing instruction of state standards and its congruency with curriculum resources. Refine and ensure all standards are covered with instruction.</td>
<td>PLC Agendas/Minutes Common Assessment Data</td>
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<td>Provide professional learning around best practices in literacy and math (teacher leaders, learning walks, walls that teach).</td>
<td>Professional Learning Agendas/sign in sheets. Student work displayed with teacher models, rubrics and scoring guides.</td>
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<td>KCWP 2: Design and Deliver Instruction – Refining our system to ensure the instructional program is intentional and high quality.</td>
<td>Provide teachers with support of standards deconstruction and analysis.</td>
<td>PLC Agenda/Minutes Walkthrough Data Common Assessment Data</td>
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<td>Provide teachers with engagement strategies to ensure all students are actively engaged in high quality learning activities.</td>
<td>KAGAN Professional Development and Coaching for staff</td>
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<td>KCWP 3: Design and Deliver Assessment Literacy – Refine system to analyze data to identify school priorities and implement actionable steps that impact instruction and student learning.</td>
<td>Implement systematic data analysis of multiple data points, including, but not limited to KPREP, MAP, Common Assessments and Unit Assessments.</td>
<td>PLC Agenda/Minutes Staff Meeting Agenda/Minutes</td>
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<td>KCWP 4: Review, Analyze, and Apply Data : Using the activities from KCWP 3, teachers will have an established system for</td>
<td>Provide teachers with training/practice with analysis of data to improve instruction through Professional Development and PLCs.</td>
<td>Analysis Protocol PLC Agendas/Minutes</td>
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</table>
Goal 1 (State your proficiency goal): By May 2021 increase the combined (reading and math) percentage of elementary students scoring proficient/distinguished from 42% to 52%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
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<tbody>
<tr>
<td></td>
<td>examining, interpreting and analyzing classroom data in order to determine instructional needs and priorities for individual student success.</td>
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<tr>
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## 2: Separate Academic Indicator

**Goal 2** (State your separate academic indicator goal): By May 2021, increase the percentage of all students scoring proficient/distinguished in Science, Social Studies, and Writing.

<table>
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<tr>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>Objective 1 – By May 2020 increase Science proficiency scores from 23% to 29%.</td>
<td>KCWP 1: Revise and deploy an instructional process system that includes monitoring to ensure curriculum is taught at a high level of fidelity and create grade appropriate standards based learning targets.</td>
<td>Conduct job-embedded professional learning support in the area of best practice/high yield instructional strategies to inform instruction, provide interventions for students that fail to meet mastery, and enrich instruction for those that already demonstrate mastery.</td>
<td>Aligned targets for classroom use – Curriculum documents PLC Agendas/Minutes Teacher plans Walkthrough and Student Achievement data per Amplify.</td>
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<tr>
<td>Objective 2 – May May 2020 increase social Studies proficiency scores from 32% to 38%.</td>
<td>Identify teacher leaders for Social Studies to work directly with district leaders to ensure vertical alignment and identify instructional gaps, including planning for the introduction of the standard, development, gradual release phases, and arrival at standards mastery.</td>
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<tr>
<td>Objective 3 – By May 2020 increase Writing proficiency scores from 39% to 43%.</td>
<td>KCWP 2: Design and deliver instruction. Teachers will design Tier 1 instruction through standards based lessons/activities to deliver and assess for progress and mastery.</td>
<td>Identify teacher leader to participate in the District Writing Cluster PLC Implement Common On Demand tasks monthly with a minimum of 3 live scoring sessions.</td>
<td>Teachers leading Tuesdays Agendas/Presentations On Demand Scoring Student Data Walls that Teach PLC Agenda</td>
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</table>
Goal 2 (State your separate academic indicator goal.): By May 2021, increase the percentage of all students scoring proficient/distinguished in Science, Social Studies, and Writing.

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<tr>
<td>KCWP 4:  Review Analyze and Apply Data – Implement a process where teachers will analyze On Demand tasks to improve instruction and address students needing additional support.</td>
<td>Analyze On Demand tasks for trends and instructional feedback.</td>
<td>PLC Agenda On Demand Formative Assessment Data</td>
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### 3: Achievement Gap

Goal 3 (State your achievement gap goal): By May 2021 increase the percentage of economically disadvantaged students scoring proficiency in Reading and Math. Math proficiency will increase from 29.5% to 35%. Reading proficiency will increase from 36% to 43%.

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<tr>
<td>Objective 1 – By May 2020 increase the percent of economically disadvantaged students scoring proficiency in math from 29.5% to 33%.</td>
<td>KCWP 2: Design and Deliver Instruction – Teacher engage students in Tier 1 instruction of standards based lessons and units.</td>
<td>Provide professional learning and coaching for the implementation of Kagan Strategies</td>
<td>Common Assessments, MAP Data</td>
<td>Walk through Data</td>
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<tr>
<td>Objective 2 – By May 2020 increase the percent of economically disadvantaged Reading students scoring proficiency from 36% to 40%.</td>
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Goal 4 (State your growth goal): By May 2021 growth indicator score will increase from 49.5% to 59%.

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<tr>
<td>Objective 1 – By May 2020 increase students’ reading growth indicator score from 51% to 56%.</td>
<td>KCWP 2: Design and Deliver Instruction – Teacher engage students in Tier 1 instruction of standards based lessons and units.</td>
<td>Provide professional learning and coaching for the implementation of Kagan Strategies</td>
<td>Common Assessments MAP Data Walk through Data</td>
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<td>Objective 2- By May 2020 increase students’ math growth indicator scores from 48% to 53%.</td>
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5: Transition Readiness

Goal 5 (State your transition readiness goal):

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Goal 6 (State your graduation rate goal):

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### Goal 7 (State your separate goal):

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Special Considerations for Targeted Support and Improvement (TSI) Schools

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

<table>
<thead>
<tr>
<th>Components Of Turnaround Leadership Development And Support:</th>
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<tr>
<td><strong>Consider:</strong> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</td>
</tr>
<tr>
<td><strong>Response:</strong></td>
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<th>Identification Of Critical Resources Inequities:</th>
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<tr>
<td><strong>Consider:</strong> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</td>
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<tr>
<td><strong>Response:</strong></td>
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</table>
Targeted Subgroups and Evidence-Based Interventions:

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

**Response:**

<table>
<thead>
<tr>
<th>Evidence-based Activity</th>
<th>Evidence Citation</th>
<th>Uploaded in eProve</th>
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**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

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

**Response:**
Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

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