2019-20 Liberty Elementary Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, Kentucky, 40509
United States of America

Last Modified: 03/05/2020
Status: Open
# TABLE OF CONTENTS

- 2019-20 Phase Three: Executive Summary for Schools ................................................................. 3
- Attachment Summary .................................................................................................................. 5
Description of the School

Liberty Elementary serves a diverse population of students and families. The following is a snapshot of our school demographics: Black 20.5%; Hispanic/Latino 11%; Native Haw/Pacific Islander .41%; Two or more races 8/7%; White 55/16%. Currently we have 42.6% of our students qualifying for Free and/or Reduced Lunch. We have 52.72% of our population are males and 47.28% are female. Our EL population is 16.8% of total population and Special Ed students make up 11.96% of our total population. Our dedicated staff consists of a leadership team which includes the principal and the PGEC in collaboration with the Special Education facilitator, the RtI coach, the Child Guidance Specialist, a full time Family Resource Center Coordinator and 1 1/2 District Mental Health Specialists. Beyond our leadership team, we have 30 homeroom teachers, six full time exceptional child educators, 1.8 EL teachers, a Reading Recovery Interventionist, 1.5 speech language pathologists, an occupational therapist, a school psychologist and one full time gifted and talented teacher. In addition, we have a full time AmeriCorp worker whom serves as a full time interventionist, we have 2 retired teachers who work part time as an interventionist. Our established community partnerships are vital to the success of our school. Some of our community partners include Eastland Church of God, Northeast Christian Church, Canes, Crossroads Christian Church, Hamburg Pediatric Dentistry, White, Greer and Maggard Orthodontics, Qdoba, McDonalds of Hamburg and Chipotle. All our community partners serve our school in a unique way, yet we all have a vested interest in meeting our school's mission for student achievement and success.

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.

see attachment

ATTACHMENTS

Attachment Name

[ file ] Schools Purpose

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.

See attachment

ATTACHMENTS

Attachment Name

[ file ] Notable achievements
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.

n/a
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable achievements</td>
<td></td>
<td>*</td>
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<tr>
<td>Schools Purpose</td>
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<td>*</td>
</tr>
</tbody>
</table>
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, Kentucky, 40509
United States of America

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Status: Locked
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.

Lisa Kear 9/23/19
2019-20 Phase Two: Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, Kentucky, 40509
United States of America

Last Modified: 11/01/2019
Status: Open
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/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?

All data is reviewed by certified staff as assessments are completed. RtI staff review all progress monitoring data monthly. All grade levels review progress data every 3 months. Grade levels meet weekly to review unit assessments and writing prompts. SBDM is informed of assessment data (MAP, KPREP, Intervention) as well as behavior data (PBIS team) on a regular basis. The leadership team (Principal, PGEC, RtI Specialist, Guidance Counselor and FRC Coordinator) met and analyze all data as well. All of these teams meet on a regular basis.
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 2018-2019 KPREP data is made up of three areas: Proficiency, Separate Academic Index and Growth. Liberty scored "High" in each of these three categories. The compilation of these three areas gave us a 4 Star rating. We did not have a significant gap group to reduce our star rating. Behavior referrals from 2018 decreased from 198 to 113 in 2019.
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.
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
2019-20 Liberty Elementary Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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2585 Liberty Rd
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## TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic ................................................................. 3  
I. Achievement Gap Group Identification .................................................................................................. 4  
II. Achievement Gap Analysis .................................................................................................................. 5  
III. Planning the Work ................................................................................................................................ 7  
Attachment Summary ................................................................................................................................. 8
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 attached

ATTACHMENTS

Attachment Name

- 2019-2020 Liberty CSIP
- Gap worksheet
II. Achievement Gap Analysis

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

The climate and culture at Liberty Elementary School focuses on our mission statement, in which the needs of the students come first - including all gap students. With a focus on teacher leadership and recognition along with the development of policies which address confidentiality and positive leadership skills, we believe we are experiencing positive changes that enhance the climate and culture of our school.

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

According to KPREP scores for the past 2 years, Liberty has reduced the percentage students scoring novicet in both reading and math for ALL gap groups.

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.

Proficiency rating for all students went from 84.5 in 2019 to 86.4 in 2019. This is a 1.9% increase. Combined Reading and Math African American 43.8 to 51.4 and Free and Reduced Lunch 51.3 to 52.6.

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.

All had progression. However, in Science we had 39.7 White students score P/D but only 19.4 African American students scored P/D in Science. This knowledge played a large part in our CSIP goals and objectives.

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

No observable gaps.

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

Leadership team addresses specific academic needs of all students - academic teacher teams review plans for PD sessions and RtI schedules. All students in the 40% and below on MAP assessments receive Tier 2 or Tier 3 intervention. Our school was chosen as a model site for intervention with exemplary ratings in the following areas: Core Instruction with Differentiation • Use of Learning Targets and Kentucky Academic Standards • School Implementation Team • Student Intervention Team • Comprehensive Schedule for All Students • Student Intervention Plans • Flexibility of Tiers • Multiple Forms of Data • Diagnostic Assessments and Progress Monitoring • Data Management Tools • Leadership • Fidelity to the Intervention Process • Use of
resources•Ownership of Goals and Plans•Reading Interventions •Math Interventions •Behavior Interventions•Family Involvement•Professional Learning

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.)

To address the needs of ALL our students, the following professional development is either ongoing or has been scheduled for the 20-21 school year: Trauma Informed Care, TNTP, Teacher Clarity, Student Engagement and Questioning, Responsive Teaching Techniques/Strategies
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 percentage of AA students scoring P/D in reading and math from 51.2 to 58.2 as measured by state required academics.

**ATTACHMENTS**

**Attachment Name**

- 2019-2020 Liberty CSIP

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 Achievement Gap Goal #3

**ATTACHMENTS**

**Attachment Name**

- Closing Achievement Gap Summary
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
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<tr>
<td>2019-2020 Liberty CSIP</td>
<td>See goal for GAP group</td>
<td>• I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• III</td>
</tr>
<tr>
<td>Closing Achievement Gap Summary</td>
<td>Summary of Goal #3</td>
<td>• III</td>
</tr>
<tr>
<td>Gap worksheet</td>
<td>identifier</td>
<td>• I</td>
</tr>
</tbody>
</table>
2019-20 Phase Two: School Assurances

Liberty Elementary
Lisa Kear
2585 Liberty Rd Lexington,
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States of America

Last Modified: 11/19/2019
Status: Open
Teacher Performance

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
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

Liberty does not qualify to receive Title 1 funding.

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.

○ Yes
○ No
● N/A

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
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
Liberty’s 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.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
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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. Six Sigma, Shipley, Baldridge, etc.).</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 measures 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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</tbody>
</table>
## Goal 1: Increase proficiency in combined reading and math from 86.4 to 93.4 by 2023 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective 1: Increase proficiency in combined reading and math from 86.4 to 89.9 by 2020-2021 as measured by state required academic assessments.</th>
<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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</thead>
<tbody>
<tr>
<td>Develop a systematic approach for KCWP2-Design and Deliver Instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor.</td>
<td>Condition</td>
<td>The school leadership team will work with teachers to increase collaboration in deconstructing standards and developing congruent learning targets. The team will ensure that all users of assessment data use information to benefit student learning. All grade levels will use district required common assessment for both reading and math, three times per year.</td>
<td>Teams will review data to ensure quality instruction for all students. RtI team will collect Tier 1 data three times a year.</td>
<td>MAP data will be reviewed 3x per year for grades 1-5. MAP data will be reviewed 2x per year for K. Data will be shared w/ SBDM. Data will be shared/disaggregated and “claimed” in PLCs</td>
<td>n/a</td>
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<thead>
<tr>
<th>Objective 2: Increase proficiency in combined reading and math from 86.4 to 93.4 by 2021-2022 as measured by state required academic assessments.</th>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
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<td>Condition</td>
<td>The school leadership team will work with teachers to increase collaboration in deconstructing standards and developing congruent learning targets. The team will ensure that all users of assessment data use information to benefit student learning. All grade levels will use district required common assessment for both reading and math, three times per year.</td>
<td>Teams will review data to ensure quality instruction for all students. RtI team will collect Tier 1 data twice a year.</td>
<td></td>
<td>n/a</td>
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### Objective 1: Increase proficiency in Science from 34.1% to 37.6% in 2020-2021 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
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<tr>
<td>KCWP-1: Design and Deploy Standards. Develop a systematic approach for the design and delivery of instruction in order to ensure systems of collaboration are in place in order to meet the Tier 1 educational needs of all students in Tier 1 Science instruction.</td>
<td>Practice</td>
<td>School leadership team will plan for and implement active student engagement strategies. The team will use formative and summative evidence to inform what comes next for individual students and groups of students. The leadership team will review lesson plans, discuss outcomes and provide feedback. Science teacher and grade level teams will plan vertically to develop success criteria for Science standards.</td>
<td>School leadership team will develop a Science lesson plan template. School leadership team will review Science lesson plans with success criteria and student engagement activities looking for and giving feedback on relevance, rigor and alignment to standards.</td>
<td>This is where we will record/report formative and summative assessment information. Walk-through data will show Science is being taught daily with rigor and engagement.</td>
<td>Professional Development School funds (unless district offer similar PD)</td>
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</table>

### Objective 2: Increase proficiency in Science from 37.6% to 41.1% in 2021-2022 as measured by state required academic assessments.

<table>
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</table>
Goal 2: Increase proficiency in separate academic indicators from 76.1% to 83.1% by 2023 as measured by state required academic assessments.

<table>
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### Objective 1: Increase percentage of African American students scoring proficient/distinguished in reading and math from 51.2 to 54.7 by 2020-2021 as measured by state required academic assessments.

**Strategy:** KCWP-2 Design and Deliver Instruction. Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students are successful in Tier 1 Reading and Math instruction.

**Activities:**
- Leadership team will ensure that all users of assessment data in reading and math use the information to benefit student learning and meet students at their learning level.
- Leadership team will increase collaboration in deconstructing standards and developing congruent kid friendly learning targets and success criteria.

**Condition:** Formative and summative assessment data will be analyzed quarterly within PLC’s and instructional team meetings. Administration will review lesson plans, engagement activities and success criteria to provide and support as needed.

**Measure of Success:**
- MAP data
- RtI data
- Walk-through data

**Funding:** n/a

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### Objective 2: Increase percentage of African American students scoring proficient/distinguished in reading and math from 54.7 to 58.2 by 2020-2021 as measured by state required academic assessments.

**Strategy:** KCWP-2 Design and Deliver Instruction. Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students are successful in Tier 1 Reading and Math instruction.

**Activities:**
- Staff will undergo professional development focused on engagement activities and Responsive teaching.

**Condition:** Leadership team will continue to analyze data with teachers and review lesson plans. A focus will be on engagement activities, success criteria and Responsive teaching strategies.

**Measure of Success:**
- MAP data
- RtI data
- Walk-through data

**Funding:** Professional Development School funds (unless district offers similar PD)
### 4: Growth

**Goal 4:** Increase percentage of Growth Indicator from 64.3 to 71.3% by 2023 measured by state required academic assessments.

<table>
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<tr>
<td>Objective 1: Increase percentage of Growth Indicator from 64.3 to 67.8% by 2020-2021 measured by state required academic assessments.</td>
<td>KCWP-2 Design and Deliver Instruction. Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students are successful in Tier 1 Reading and Math instruction.</td>
<td>Practice</td>
<td>Grade level teams will construct student friendly learning targets. Leadership team will meet with grade levels to plan for and implement active student engagement strategies. Teachers will use formative and summative evidence to inform next steps for individual students and groups of students. Teachers will develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</td>
<td>Formative and summative assessment data will be analyzed monthly in PLCs. Administration will monitor lesson plans, learning targets, engagement activities and success criteria and provide feedback and support as needed.</td>
<td>Walk-through data Assessment Data</td>
</tr>
<tr>
<td>Objective 2: Increase percentage of Growth Indicator from 67.8 to 71.3% by 2021-2022 measured by state required academic assessments.</td>
<td>KCWP-2 Design and Deliver Instruction. Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students are successful in Tier 1 Reading and Math instruction.</td>
<td>Practice</td>
<td>Grade level teams will construct student friendly learning targets. Leadership team will meet with grade levels to plan for an implement active student engagement strategies. Teachers will use formative and summative evidence to inform next steps for individual students and groups of students. Teachers will develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</td>
<td>Formative and summative assessment data will be analyzed monthly in PLCs. Administration will monitor lesson plans, learning targets, engagement activities and success criteria and provide feedback and support as needed.</td>
<td>Walk-through data Assessment Data</td>
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</tbody>
</table>
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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<tbody>
<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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</table>

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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>
</tr>
<tr>
<td><strong>Response</strong>:</td>
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</tbody>
</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>
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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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