2019-20 Phase Three: Executive Summary for Schools

Meadowthorpe Elementary School
Stephanie Urbanek
1710 Forbes Rd
Lexington, Kentucky, 40505
United States of America

Last Modified: 03/03/2020
Status: Open
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?

In the fall of 1957, Meadowthorpe began holding classes in churches. In January 1958, the school moved into the present Leestown Middle School building. Three years later, the current Meadowthorpe building was constructed, and Leestown was converted to a junior high. Meadowthorpe, which was named for the subdivision of the school location, The first renovation was in 1988, and the latest makeover was completed in the Fall 2014. Meadowthorpe Elementary currently serves 459 students in grades K-5 and 31 students in our Early Start Program. Meadowthorpe Elementary is a traditional elementary school in that we serve students K-5 in self-contained classrooms; however, we are unique for our 5-day Quest (GAP) program that runs parallel to our regular program in grades 4 and 5. We also have an Early Start Program and an MSD classroom with one teacher and two para-professionals.

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.

Meadowthorpe educates all students to be productive and responsible members of our changing world. Our staff members assure quality instruction in a secure, inviting and diversified environment. Our mission is to create a community that works together to ensure all students achieve at high levels and are prepared for lifelong success. Our guidelines for student success are as follows: Be Safe; Be Responsible; Be Respectful. Through our intentional focus on teaching for learning, all students are provided with a school experience in a nurturing environment that aligns with the Kentucky Core Academic Standards. Our school currently has a 6-day specials rotation. These include: Art, Music, Chinese, Science Lab, Physical Education and Technology. Students at Meadowthorpe are also provided with regularly scheduled guidance lessons conducted by our school counselor. Students have the opportunity to participate in extracurricular programs such as Orchestra, Band, Academic Team, Academic Challenge, Art Club, school musicals and performances, STLP, and Girls on the Run. Our dedicated staff consists of a leadership team, which includes the Principal, Administrative PGE Coach, and a Child Guidance Specialist. Beyond our leadership team, we have twenty-two homeroom teachers, four full time exceptional child educators with six para-professionals, an MSD teacher with two para-professionals, Early Start teacher, ESL teacher, two full-time interventionists, one part time interventionist, Chinese teacher; six related arts teachers; speech pathologist, a school psychologist/diagnostician, family resource center coordinator, Achievement and Compliance Coach, part time social worker, part time gifted and talented resource teacher, and a SAFE para-professional. Meadowthorpe is blessed with a strong and dedicated staff to ensure student achievement in all arenas. In an effort to be more proactive in reaching our struggling learners, our MTSS program is a priority. The plan is to reach students who struggle as early as possible to prevent falling farther behind as they progress through the grades. Students are identified for intervention services based on three criteria points: MAP scores, Fast benchmarking probes, and teacher input. MAP is used as a "screener." Students who score below the 40th percentile on MAP in reading or math are benchmarked using Fast probes. The Fast benchmarking probes assist with identifying the specific area of need for each student. Teacher input is also a very important component in our intervention process when determining intervention needs. Meadowthorpe
currently has two full-time and one part-time intervention teachers (one being Reading Recovery trained) who work collaboratively with the regular education teachers and pull small groups of students to provide explicit intervention based on specific learning deficits. Our ESL teacher also pulls small groups of students to ensure that all students are receiving the instruction and intervention they specifically need. Fast progress monitoring probes are used as a monitoring tool for all of the students who are identified for intervention. The probes are given every week for Tier II and Tier III students to monitor student progress and the effectiveness of instruction.

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.

Over the past several years, some of Meadowthorpe's notable achievements include the following: Our school earned scores of 83.6 in proficiency (math and reading), 76 in separate academic indicators (science, social studies, and writing) and 19.1 in growth. The attached page outlines all these areas. That places us above the cut scores set by the state in all areas! In addition to our overall scores, there are also highlights to celebrate in the individual subject areas. In math, the number of students scoring proficient or distinguished increased by 5%, while the number of students scoring novice decreased by 5.8%. In reading, the number of students who scored novice decreased by 8.1%. Additionally, in social studies, the number of students who scored distinguished increased by 4.1%, while the number of students who scored novice decreased by 2.4%. In writing, the number of students who scored proficient or distinguished increased by 8.3%, while the number of students scoring novice decreased by 4.3%. Our Governor's Cup Academic Team has won a significant number of competitions. Meadowthorpe's strong staff and unique features, it makes for a welcoming and positive environment for students to be successful. However, according to our needs assessment, we have areas for improvement. Our first priority is that students are learning at high levels and making growth towards set goals. We continue to monitor growth of individual students, classes, grade levels, and as a school holistically. With our mission in mind, we believe that in order to increase student achievement we will need to intentionally plan lessons aligned with the state standards and based on the types of questions students will need to be prepared to answer. Meadowthorpe uses the PLC (professional learning communities) model to guide teacher learning and to work as a team with the same vision in mind. Our four guiding questions while planning are: 1. What do we want students to learn and be able to do? 2. How will we know if our students have learned? 3. How will we respond if they have not learned (re-teach, intervention)? and 4. How will we respond when students have learned (enrichment)?

We will continue to do the following in order to reduce our novice performing students and increase overall student achievement: 1. Plan using state standards. 2. PLC model and guiding question cycle will be the basis of all team planning. 3. Monitoring level of expectations and rigor in each classroom. 4. Analysis of school and individual student data to monitor growth and novice reduction. 5. Analysis of test questions to ensure lessons are designed to prepare students for performing at high levels. 6. Reflect on practices and learn new strategies/practices to improve teaching and learning. According to K-PREP, unit assessments, and MAP data, students at Meadowthorpe are progressing in the areas of Reading and Math. With our efforts for continuous improvement, we will see an increase in student achievement and a reduction in novice.

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.

NA
Additional Information

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

We continue to strive for improvement in teaching and learning.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Meadowthorpe Elementary School
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1710 Forbes Rd
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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.

Stephanie Urbanek
2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Meadowthorpe Elementary School
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Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/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?

In September and October of 2019 the Meadowthorpe Elementary SBDM and the staff, participated in data review and analysis disaggregation of KPREP, MAP, Fast data. Further disaggregation is done with all grade level teams and the school's leadership team and taken to council for review and further planning. Data is reviewed weekly by grade level teams, the leadership team as well as monthly by SBDM Council. All meetings are documented on the school's google drive and council meeting minutes on the school website and SBDM portal. Stakeholder members include the following: Meadowthorpe Staff, SBDM Council (Stephanie Urbanek, Tara Cecil, Barunava Patra, Stacey Jefferson, Sara Vogelpohl, Kaitlyn Nevill), and the Leadership/Planning Team (Stephanie Urbanek, Deanna Branham, Wendy Bottom, Kaitlin Nevill, Stacey Jefferson, Emily Shell, Lori Smith, Becky Moberly, Lura Dauer, and Elisa Caldwell).
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.

KPREP Data: Fifty-eight percent (5.8%) increase in P/D in math from 2016-2018. Students scoring P/D in reading increased by 1.1% from 2016-2018. We saw a 6.3% increase in proficiency from 2016-2018. Reading novice was reduced by 5.1% from 2016-2018. We saw a 6.7% reduction in novice in math from 2016-2018. From 2016-2018 increased P/D by 22.6% and reduced novice by 24.4% of African American students in reading. From 2016-2018 increased P/D by 21.1% and reduced novice by 20% of African American students in math. Meadowthorpe increased P/D by 11% and reduced novice by 3% in the economically disadvantaged student subgroup in math. From 2017-2018. Sixty-four percent (64%) of our students scored P/D in reading for a 3% increase from 2017-2018. Sixty seven percent (67%) of our students scored P/D in math.
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.

Math P/D decreased by 1% from 2017-2018. Social Studies P/D decreased by 1% from 2017-2018. Forty-three percent (43%) of economically disadvantaged students scored P/D in science on 2018 KPREP. Combined reading and math growth was 57.7 (medium) on 2018 KPREP.
Trends

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

In order to continue with a upward achievement trend we have create long range plans at each grade level utilizing a research based Tier 1 math program. This is to ensure that we are remaining to be tightly aligned to the Common Core, as well as scaffolding our math and reading instruction across grade levels. Teachers are participating in professional learning communities within their grade level teams to implement the backward planning model in all academic areas. We will continue to utilize MAP and FAST data to identify those students who are at the 40%ile and below and grouped them according to missing math and reading skills. MAP data is also being used to monitor growth of all students in reading and math. Meadowthorpe Elementary is utilizing research based instructional programs that have high correlation to improving student’s math and reading abilities. Certified Intervention teachers have been recruited and hired to intervene with our students and accelerate their learning to ensure that they reach and remain on grade level. Students that fall into this category are strategically progress monitored on missing skills with frequent data review and program adjustments as needed. Combined Reading and Math proficiency index was an 84.8, which is an increase from the 17-18 percentage of 83.6. Reading P/D percentages decreased from 61 to 64. Math P/D percentages decreased from 68 to 67. Social Studies P/D percentages decreased from 65 to 64 but the overall index improved from 83.8 to 85.2 due to an increase in students scoring distinguished. One Demand Writing P/D percentages increased from 60 to 68 and Science from 38 to 43. Students scoring below proficiency in reading and math continue to be a focus area for the school with students with disabilities and students who are economically challenged having the most significant concern. Behavior data also continues to improve with a decrease in office referrals over the past two year and we continue to see an increase in positive referrals for students.
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**

1. Delivery of Instruction: Develop a PLC system of collaboration in order to meet the Tier 1 instructional needs of all students.
2. Analyze and Apply Data Results: Improve and sustain data analysis to identify priorities and implement actionable steps that impact instruction and student learning.
3. Establish a Learning Culture and Environment: Develop a system that allows for students to know where they are in their progression of learning.
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

KPREP Data: Fifty-eight percent (5.8%) increase in P/D in math from 2016-2018. Students scoring P/D in reading increased by 1.1% from 2016-2018. We saw a 6.3% increase in proficiency from 2016-2018. Reading novice was reduced by 5.1% from 2016-2018. We saw a 6.7% reduction in novice in math from 2016-2018. From 2016-2018 increased P/D by 22.6% and reduced novice by 24. Meadowthorpe received a 72.8 overall score and four stars. Meadowthorpe Elementary made gains this year in math and reading index scores. Reading, Writing and Science areas saw significant gains in P/D percentages. In order to continue this trend, we will continue to implement our tier one programs and begin implementing a new science program at all grade levels. This is to ensure that we are remaining to be tightly aligned to the Common Core, as well as scaffolding our instruction across grade levels to meet the needs of all students and address growth. Teachers are participating in professional learning communities within their grade level teams to implement the backward planning model for all content areas. We have also used FAST data and are currently using MAP data to identify those students who are at the 40%ile and below and grouped them according to missing math and reading skills. Meadowthorpe Elementary is utilizing research-based instructional programs that have high correlation to improving students math and reading abilities. Certified Intervention teachers have been recruited and hired to intervene with our students and accelerate their learning to ensure that they reach and remain on grade level. Students that fall into this category are strategically progress monitored on missing skills with frequent data review and program adjustments as needed.
2019-20 Meadowthorpe Elementary Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Meadowthorpe Elementary School
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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.
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.

In October 2019 the Meadowthorpe Elementary SBDM and the staff, participated in data disaggregation review. As a result, strengths and opportunities for growth were identified. The SBDM Council reviewed the novice reduction goals and action plans and discussed next steps. The SBDM Council reviews all CSIP goals and approves them to move forward in continuous improvement. The 2019-20 plans evaluated by team leads and the full staff for continued implementation.
II. Achievement Gap Analysis

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

All staff are informed and aware of the Gap areas of concern and participated in plans for addressing those concerns. Grade level teams, team leaders, and administration work to plan and implement tier 1 instruction. Master and supplemental schedules are adjusted to meet the needs of all students with the goal of increasing student achievement and growth. Staff receives professional development in best practices and high yield strategies to improve the delivery of instruction. All staff analyze data to drive their instruction and identify students who are not making progress.

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

No gaps are completely closed with groups showing significant progress. Free and Reduced students showed an increase in PD in math from 39.7 to 54.6 to 50.7. Free and Reduced students showed a decrease in novice in reading from 31.6 to 24.6 to 23.9. Free and Reduced students showed a decrease in novice in math from 36.2 to 20 to 17.4. African American students showed an increase in PD in reading from 28.3 to 42.9 to 50.9. African American students showed an increase in PD in math from 31.7 to 51.0 to 52.8. African American students showed a decrease in novice reading from 43.3 to 20.4 to 18.9. African American students showed a decrease in novice math from 30.8 to 40.0 to 20.8.

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.

Free and Reduced students showed an increase in PD in math from 39.7 to 54.6 to 50.7. Free and Reduced students showed a decrease in novice in reading from 31.6 to 24.6 to 23.9. Free and Reduced students showed a decrease in novice in math from 36.2 to 20 to 17.4. African American students showed an increase in PD in reading from 28.3 to 42.9 to 50.9. African American students showed an increase in PD in math from 31.7 to 51.0 to 52.8. African American students showed a decrease in novice reading from 43.3 to 20.4 to 18.9. African American students showed a decrease in novice math from 30.8 to 40.0 to 20.8.

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.

Students with disabilities showed a decrease in math of PD 32.3 to 29.2 and now to 22.2. Students with disabilities showed a decrease in novice in math from the previous two years 45 to 50.1 and this year a decrease to 44.4. Students with disabilities showed an increase in novice in reading the previous two years from 51.6 to 62.5, and this year a decrease to 44.4. Students with disabilities showed a decrease in PD from 29.1 to 12.5 in the previous two years and an increase to 22.2 this year.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.
Meadowthorpe’s professional development plan is centered around the increasing knowing in and implementing high yield instructional strategies to increase student achievement. This study provides the teachers with high yield strategies to integrate into their tier one and two classroom instruction. The staff is also participating in the Data Wise to identify our problem of practice based on data to make instructional changes and accelerated student growth and achievement. ESS services as well as intervention will provide academic support to the students identified in the gap groups. An additional after school ESS will also be offered to free and reduced as well as AAs students who scored Novice or who are high risk.

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.

There is an increased need to differentiated instruction and tier two services to be provided by the classroom teachers. Teachers are not equipped to with the knowledge to effectively provide such services in addition to tier 1. We are working to provide teachers the materials and professional learning that will assist them in addressing such gaps. There is also a continued focus on instructional groupings that will better meet student instructional needs and accelerate the growth. These changes are reflected in the master schedule.

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.)

All stakeholders are involved in the continuous improvement planning process through data analysis and feedback sessions in staff meetings, through surveys, and team meetings. Administrative Team - Deanna Branham and Stephanie Urbanek. Leadership Team - Lura Dauer, Wendy Bottom, Maggie Jenson, Lori Smith, Becky Moberly, Emily Shell, Drew Deifel, Daniel Parks, Elisa Caldwell. Grade Level Teams - All Classroom Teachers, All Staff, SBDM – Barunava Patra, Tara Cecil, Sara Vogelpohl, Kaitlyn Nevill, and Stacey Jefferson, Stephanie Urbanek.
### 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).

By 2020, Meadowthorpe Elementary will Increase the percentage of economically disadvantaged students scoring proficient/distinguished in Reading from 46% to 48.5%.

**Closing the Achievement Gap**

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

See attached spreadsheet for goals and activities.
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing the Achievement Gap</td>
<td>Goal Spreadsheet</td>
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</tbody>
</table>
2019-20 Phase Two: School Assurances

Meadowthorpe Elementary School
Stephanie Urbanek
1710 Forbes Rd
Lexington, Kentucky, 40505
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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

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
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
Comprehensive Improvement Plan for Schools

**Rationale**
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan**

**Goal**: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective**: Short-term target to be attained by the end of the current school year.

**Strategy**: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity**: The actionable steps used to deploy the chosen strategy.

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

**Measure of Success**: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring**: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

**Guidelines for Building an Improvement Plan**
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.
1: Proficiency Goal

Goal 1: By 2023, Meadowthorpe Elementary will increase combined (reading and math) percentage of proficient/distinguished students to from 65.5 to 71.8.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<table>
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<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>By 2020/2021, Meadowthorpe Elementary will increase proficiency reading from 63.8 to 65.4 as measured by state required academic assessment.</td>
<td><strong>Strategy –KCWP2: Design and Deliver Instruction</strong>&lt;br&gt;A system is in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</td>
<td><strong>Activity: KCWP2: Design and Deliver Instruction</strong>&lt;br&gt;Refine the Plan, Do, Study, Act process to ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</td>
<td><strong>PLC Agendas and Minutes, Summative Assessment Reflections, Data Overviews used for student tracking, and Observations to determine adjustments in resources and/or instruction.</strong></td>
<td>Monthly - guided reading progress, intervention data Bi-Annually - MAP percentiles and growth reports Yearly - KPREP</td>
</tr>
<tr>
<td>Objective 2: By 2020/2021, Meadowthorpe Elementary will increase proficiency in math from 67.3 to 68.8 as measured by state required academic assessment.</td>
<td><strong>Strategy –KCWP2: Design and Deliver Instruction</strong>&lt;br&gt;A system is in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</td>
<td><strong>Activity: KCWP2: Design and Deliver Instruction</strong>&lt;br&gt;Refine the Plan, Do, Study, Act process to ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</td>
<td><strong>PLC Agendas and Minutes, Summative Assessment Reflections, Data Overviews used for student tracking, and Observations to determine adjustments in resources and/or instruction.</strong></td>
<td>Monthly - guided reading progress, intervention data Bi-Annually - MAP percentiles and growth reports Yearly - KPREP</td>
<td>Title 1 Section 4 &amp; 5 Section 6</td>
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<tbody>
<tr>
<td>Title 1</td>
</tr>
<tr>
<td>Section 4 &amp; 5 Section 6</td>
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</tbody>
</table>
Goal 2: By 2023, Meadowthorpe Elementary will increase combined (science, social studies, writing) percentage of proficient/distinguished students from 58.2 to 65.8.

<table>
<thead>
<tr>
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</table>
| Objective 1  
By 2020/2021, Meadowthorpe Elementary will increase proficiency in Science from 43.3 to 45.9. | Strategy – KCWP 1: Design and Deploy Standards  
Develop a systematic approach for the design and deployment of content standards followed by data analysis to determine next steps in instructional delivery. | Activity – KCWP 1: Design and Deploy Standards  
**Science:** PROCESS – The Instructional Leadership Team and classroom teachers will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards and learning targets, walkthroughs and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps. | Data analysis of common assessments, walkthroughs & KPREP performance | Monthly | Title 1  
Section 4 & 5  
Section 6 |
| | Strategy – KCWP 2: Design and Deliver Instruction  
Teachers will incorporate the professional learning knowledge in | Activity – KCWP 2: Design and Deliver Instruction | | | |
Continue to implement a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments. The high yield strategies of Feedback, Direct Instruction and Expectations and knowledge of personalized student needs to procure a unique match that will propel student achievement in science.

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<tbody>
<tr>
<td>By 2020/2021, Meadowthorpe Elementary will increase proficiency in Social Studies from 63.9 to 65.5.</td>
<td>Develop a systematic approach for the design and deployment of content standards followed by data analysis to determine next steps in instructional delivery.</td>
<td>Social Studies: PROCESS – The Instructional Leadership Team and classroom teachers will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards and learning targets, and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps.</td>
<td>Continue to implement a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments. Teachers will incorporate the professional learning knowledge in the high yield strategies of Feedback, Direct Instruction and Expectations and knowledge of personalized student needs to procure a unique match that will propel student achievement in Social Studies.</td>
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<td></td>
<td>Activity — KCWP 1: Design and Deploy Standards</td>
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<td>Social Studies: PROCESS – The Instructional Leadership Team and classroom teachers will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards and learning targets, and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps.</td>
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<td>Social Studies: PROCESS – The Instructional Leadership Team and classroom teachers will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards and learning targets, and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps.</td>
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<td></td>
<td>Activity — KCWP 1: Design and Deliver Instruction</td>
<td>Activity — KCWP 2: Design and Deliver Instruction</td>
<td>Data analysis of common assessments, walkthroughs &amp; KPREP performance</td>
<td>Monthly</td>
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<tr>
<td>Objective 3</td>
<td>Strategy – KCWP 1: Design and Deploy Standards</td>
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<tr>
<td>By 2020/2021, Meadowthorpe Elementary will increase proficiency in Writing from 67.6 to 69.1.</td>
<td>Develop a systematic approach for the design and deployment of content standards followed by data analysis to determine next steps in instructional delivery.</td>
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<tr>
<th>Strategy – KCWP 2: Design and Deliver Instruction</th>
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<td>Continue to implement a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments.</td>
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<tr>
<th>Activity — KCWP 1: Design and Deploy Standards Writing: PROCESS</th>
<th>Data analysis of common assessments, walkthroughs, written plan, &amp; KPREP performance</th>
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<tr>
<td>The Instructional Leadership Team and classroom teachers will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards and learning targets, and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps.</td>
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<th>Activity — KCWP 2: Design and Deliver Instruction</th>
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<tbody>
<tr>
<td>Teachers will incorporate the professional learning knowledge in the high yield strategies of Feedback, Direct Instruction and Expectations and knowledge of personalized student needs to procure a unique match that will propel student achievement in Writing.</td>
<td>Title 1</td>
</tr>
<tr>
<td>Section 4 &amp; 5 Section 6</td>
<td></td>
</tr>
</tbody>
</table>
3: Gap

Goal 3: By 2023 Meadowthorpe Elementary will increase the percentage of free and reduced students scoring proficient/distinguished in reading from 46% to 55.8%.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- 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

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
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<tbody>
<tr>
<td>Objective 1: Increase the percentage of economically disadvantaged students scoring proficient/distinguished in Reading from 46% to 48.5%.</td>
<td>Strategy – KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate academic interventions and support services to students.</td>
<td>Activity: KCWP5: Design, Align, and Deliver Support Processes The School Administration will support teachers in implementing and monitoring the impact of the RTI/MTSS Process with applicable checklists and documentation tools.</td>
<td>MTSS Meeting Minutes and Data for identified group.</td>
<td>Monthly</td>
<td>Title 1, Section 4 &amp; 5, Section 6</td>
</tr>
<tr>
<td>Strategy – KCWP1: Design and Deliver Instruction Continue to implement a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies</td>
<td>Activity — KCWP1: Design and Deliver Instruction Teachers will incorporate professional learning of best practices and high yield strategies (Feedback, Direct Instruction and Expectations) with knowledge of student needs in the identified student gap group to improve student achievement.</td>
<td>Lesson Plans and Walk-through Data to monitor the use of high yield strategies</td>
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</table>
to aid in curricular adjustments.

4: Goal 4

Goal 4: By 2020/2021, the school will increase growth from 57.7 to 60.0 as measured by state-required academic assessments.

| Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) |
| Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.) |
| In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

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<tbody>
<tr>
<td>Objective 1: By 2020/2021 increase the growth score of students from 57.7% to 60.0% as measured by state-required academic assessments.</td>
<td>Strategy – KCWP2: Design and Deliver Instruction</td>
<td>Activity – KCWP4: Review, Analyze, Apply Data Results</td>
<td>Data Analysis of KPREP, MAP, guided reading levels, and common assessments</td>
<td>Monthly - Guided reading levels, common assessments</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>A system is in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)</td>
<td>Utilize data wise questions of What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school improvement and growth? to evaluate “as is” state once per month to monitor progress of student growth.</td>
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</table>