2019-20 Phase Three: Executive Summary

2019-20 Phase Three: Executive Summary for Schools

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

Target Completion Date: 12/18/2019
Last Modified: 11/18/2019
Status: Locked
2019-20 Phase Three: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Squires Elementary is a neighborhood school dedicated to helping students reach their maximum potential as learners and citizens. The staff seeks to foster educational teamwork between home and school to provide each student with the support necessary to succeed. Our staff is united in our passion for children, teaching, and learning. We believe children are unlimited in what they can do and learn, when appropriate supports are in place and expectations are held high and made clear. As we work toward increasing student achievement, we have set specific goals in each content area. Students are an integral part of their own success and we include them in keeping and analyzing their own data and individual goal setting. It is Squires' hope that as a result of our educational program, students will hold high standards for themselves and gain a sense of internal accountability, enabling them to become valuable contributors to society and responsible community members. Enrollment: 504Racial balance: 54.2% White, 23% Black, 17% Hispanic, 1% Asian, 4% otherFree-and-reduced meal qualifiers: 63.6%English language learners: 15.7%Special Education: 13.8%Data from 11/7/2018

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.

Belief Statements

Children deserve a positive and safe environment in which to learn. All members of the school family deserve to be treated with respect and dignity. Every school family member should be offered the opportunity to participate in the education of our children. Teachers should offer quality instructional practices to all students. The school should be of assistance to families in the acquisition of community resources which address academic, social, emotional, and physical needs. Guidelines for Success

How to Be a Squires STAR!

(S)how your best effort
(T)hink before acting
(A)ccept responsibility
(R)espect yourself and others

Academic and Other Programs

Squires Elementary has made great progress toward implementing standards-based education system. The following programs support this initiative: Gifted and Talented, ESL (English as a Second Language), Art, Vocal Music, Physical Education, Language Arts, Math, Computer and Technology usage, Special Education Programs, Speech Therapy, Reading Recovery, Band, Orchestra, Conflict Resolution Training for Students, Guidance Services, and Extended School Services. Squires also has a full time Family Resource Coordinator, who helps ensure students and families have items that are needed on a daily basis.

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.

Squires' students participate in several competitions and have much to celebrate. Intermediate students participate in the district Science fair. Our primary and intermediate academic teams compete with other schools within the district. We are also proud of our 16 young achievers. Squires students have participated and received honors in diverse areas: Science Fair, Fayette County District Choral Concert, and the District Calendar Art Competition. Additionally, Squires has one National Board Certified Teacher on staff. Educational standards continue to be a priority at
Squires. Squires continues to work toward increasing cultural awareness and meeting the needs of all learners. Squires Family Resource Center and Title One funds have been instrumental in planning family events and promoting engagement of all stakeholders.

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.

Squires offers many extracurricular activities. Among these are Healthy Heart, intramural volleyball, basketball, and football, Squires Singers, Student Technology Leadership Program, Girls on the Run, Real Men Read, Extended School Services, STEM club, and band and orchestra. A partnership was formed with students from the University of Kentucky to offer tutoring services after school for several students. Intermediate students serve as safety patrol. Squires also has its own after school childcare program for students.
2019-20 Phase One: Continuous Improvement Diagnostic

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

Target Completion Date: 10/01/2019
Last Modified: 09/10/2019
Status: Locked
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.
Sabrina Adkins 09.10.19
2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

Target Completion Date: 11/01/2019
Last Modified: 11/04/2019
Status: Locked
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.
The process used for reviewing, analyzing and applying data results is an ongoing process throughout the year. Weekly PLCs (Professional Learning Communities) that include grade level team members, special education teachers, and administrators (both the principal and PGES coach). We analyze data twice monthly. Types of data include formative assessments, summative assessments, MAP data, and more. Student data is captured in our Google drive and is compared with previous results. Individuals at risk have been put on a watch list. Those students are monitored and plans are made to meet their individual needs and close the gap. Our intervention team meets in PLC’s with teachers where conversations and data analysis occurs for students in Tier 2 and 3 between classroom teachers, the intervention teachers, and administrators. SBDM monitors data. Our SBDM committees also meet monthly and much of the committee work is to consider needs based on data and next steps for our school. Our MTSS team meets monthly to discuss students who are most at risk. Next steps, needs for change in intervention, and whether the child needs to be considered for a special education referral are all part of the planning in those meetings. That MTSS team consists of intervention teachers, the Achievement and Compliance Coach for Special Education, the school psychologist, the child guidance specialist, the FRYSC, Title One Social Worker, ELL teacher, behavior specialist, and administrators.
Current State

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

**Example of Current Academic State:**
- Thirty-four (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.

2018-19 KPREP data shows the following gains for our school:
- Students reading at the proficient level increased from 49% to 59%, 10% gain.
- Students scoring at the proficient level in math increased from 47% to 64%, 17% gain.
- Students reading at the novice level decreased from 23.1% in 2017-18 to 17.7% this year.
- Students scoring at the novice level in math decreased from 22.3% in 2017-18 to 12.2% this year.
- EL students reading at the proficient level increased from 27% to 35%, which is 14% above the district average.
- EL students scoring at the proficient level in math increased from 39% to 56%, which is 27% higher than the district average.
- 69.1% of our 5th grade students scored at the proficient level in reading, compared to 53.5% of 4th grade students the previous year.
- 62.9% of our 4th grade students scored at the proficient level in math, compared to 51.4% of the third grade students the previous year.
- Squires scores for both reading and math were higher than the district average.
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.

Students scoring at the proficient level in science increased from 26.7% in 2017-18 to 32.4% this year; however, this percentage is lower than any other subject area. Students scoring at the proficient level in Social Studies decreased from 60.3% in 2017-18 to 50.5% this year. 21.6% of 5th grade students scored at the novice level in writing.
Trends

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

The percentage of students scoring distinguished on KPREP in reading and math was at a 4 year high for the 18-19 school year. The percentage of students scoring novice on KPREP in reading was at a four year low for the 18-19 school year.
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

The focus for Squires Elementary is KCWP 5: Design, Align, Deliver Support. Specifically we need to address the students who do not demonstrate understanding and are not performing on level.
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%.

Squires Elementary was one of 20 schools in the state of Kentucky that were recognized for high growth by the Commissioner of Education. Students reading at the proficient level increased from 49% to 59%, 10% gain. Students scoring at the proficient level in math increased from 47% to 64%, 17% gain. Students reading at the novice level decreased from 23.1% in 2017-18 to 17.7% this year. Students scoring at the novice level in math decreased from 22.3% in 2017-18 to 12.2% this year. EL students reading at the proficient level increased from 27% to 35%, which is 14% above the district average. EL students scoring at the proficient level in math increased from 39% to 56%, which is 27% higher than the district average. 69.1% of our 5th grade students scored at the proficient level in reading, compared to 53.5% of 4th grade students the previous year. 62.9% of our 4th grade students scored at the proficient level in math, compared to 51.4% of the third grade students the previous year. Squires scores for both reading and math were higher than the district average.
2019-20 Phase Three: Closing the Achievement Gap

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

Last Modified: 12/19/2019
Status: Locked
Rationale

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

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

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

Complete the Achievement Gap Group spreadsheet and attach it.

Spreadsheet is attached.

ATTACHMENTS

Attachment Name

Achievement Gap Group 19-20
II. Achievement Gap Analysis

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

Squires Elementary has a very diverse population. Hispanic students make up 17% of our total population, African American students make up 23% of our population, 65.7% of our students are labeled as economically disadvantaged and 17.26% of our students are identified as having special needs.

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

While a gap still remains between our African American students as compared to all students, the gap is significantly smaller. See below.

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.

Squires has shown significant growth in efforts to close the achievement gap for our African American students, we are no longer identified as a TSI school. In 2017-2018 37.1% of our African American students were scoring novice in reading, this number dropped 8.7% to only 28.4% scoring novice. The percentage of student scoring proficient in reading increased from 32% to 40%. The percentage of students scoring proficient in math increased from 27% to 40%.

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.

NA

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

NA

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.

Through work in our PLC's, MTSS meetings, data analysis of MAP and KPREP assessments we are working each week to ensure continuous improvement of all areas including closing the achievement gaps. Classroom teachers, Administrators, Interventionists (Reading & Math), MTSS Team

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.)

See attached professional development plan
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).

CSIP Goal 3: Reduce the percentage of African American students scoring novice in reading from 28.4% to 0% by 2022-2023 as measured by state required academic assessments.

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.

Uploaded

ATTACHMENTS

Attachment Name

鹞 PD Plan
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
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<tbody>
<tr>
<td>![Achievement Gap Group 19-20]</td>
<td>Gap Group Data</td>
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<td>![GAP Plan]</td>
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Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

Target Completion Date: 11/01/2019
Last Modified: 10/11/2019
Status: Locked
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

COMMENTS

Completed on 10.11.19
2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
  - No
  - N/A

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

- Yes
  - No
  - N/A

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

- Yes
  - No
  - N/A

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

- Yes
  - No
  - N/A

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

- Yes
  - No
  - N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
  - No
  - N/A
Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

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

- Yes
- No
- N/A
Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A
All School Programs

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
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.
Explanations/Directions

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

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<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
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<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>
</tr>
</tbody>
</table>
### 1: Proficiency Goal

Goal 1 (State your proficiency goal):
By May 2021, Squires Elementary will increase the combined (reading and math) percentage of elementary students scoring proficient/distinguished from 61.5% to 69.1%

<table>
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<td>Objective 1: By May 2020, Squires Elementary will increase the reading proficiency scores from 59% to 64.4%</td>
<td>Develop a systematic approach to review, analyze and apply data in order to ensure that all students are learning at high levels.</td>
<td>(Process) Administration and teachers will implement a weekly PLC process that includes data analysis, professional learning, resource sharing, and monitoring of student achievement in order to evaluate instructional effectiveness, as well as plan for next steps in reading and math.</td>
<td>Formative and summative assessment data will be analyzed in PLC’s and minutes will reflect next steps.</td>
<td>09.05.19 – First PLC for 19-20</td>
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<td>Develop a systematic approach to design and deliver grade appropriate assignments in order to ensure that highly effective, evidence-based core instruction will be provided to all students in the classroom.</td>
<td>(Process) Administrative team with select a lead group of teachers to train in the TNTP process. Administrators and TNTP lead teachers will train other teachers in the process and use of the Student Work Review Tool to analyze assignments throughout the year in PLC’s and team planning.</td>
<td>Teacher implementation of the TNTP process, as measured through collection of analyzed student assignments, lesson plans, walkthrough data and teacher evaluations.</td>
<td>10.29.19 – TNTP Leadership Training 11.07.19 – TNTP PLC Training</td>
<td>$300 Title 1</td>
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Objective 2: By May 2020, Squires Elementary will increase the math proficiency scores from 64% to 66.9%.

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## Goal 2 (State your separate academic indicator goal):

By May 2021, Squires Elementary will increase the combined percentage of all students scoring proficient/distinguished in Science, Social Studies and Writing to 53.8%:
- Science from 32.4% to 37.4%
- S.S. from 50.5% to 55.7%
- Writing from 47.4% to 52.6%

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<td>Objective 1: By May 2020, Squires Elementary will increase Science proficiency scores from 32.4% to 37.6%.</td>
<td>Develop a systematic approach to design and deliver core instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor.</td>
<td>Grade level teams will plan learning targets and activities that are congruent to grade level science standards and are aligned with FCPS pacing guides and district curriculum maps.</td>
<td>Administration will monitor the fidelity of implementation and provide feedback and support as needed.</td>
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<td>Gather input from stakeholders about the district recommendation to adopt Amplify as our science curriculum for the 2020-2021 school year.</td>
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<td>Objective 2: By May 2020, Squires Elementary will increase Social Studies proficiency scores from 50.5% to 55.7%.</td>
<td>Develop a systematic approach to design and deliver core instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor.</td>
<td>Grade level teams will plan learning targets and activities that are congruent to grade level Social Studies standards and are aligned with FCPS pacing guides and district curriculum maps.</td>
<td>Administration will monitor the fidelity of implementation and provide feedback and support as needed.</td>
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<td>During the 2019-2020 school year, fifth grade teachers began implementing “Simple Solution” which is a supportive curriculum to what is being offered by FCPS.</td>
<td>Assessment data will be monitored and reflect an increase in student achievement.</td>
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<td>Objective 3: By May 2020, Squires Elementary will increase Writing proficiency scores from 47.4% to 52.6%.</td>
<td>Develop a systematic approach to design and deliver core instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor.</td>
<td>Grade level teams will plan learning targets and activities that are congruent to grade level Writing standards and are aligned with FCPS pacing guides and district curriculum maps.</td>
<td>Administration will monitor the fidelity of implementation and provide feedback and support as needed.</td>
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<td>A school-wide writing outline was shared with staff members of all grade levels to increase the amount and quality of writing that is occurring. A writing team drive was created for all staff members with resources. A template will be used to teach the process of On-Demand Writing to all 5th grade students.</td>
<td>PLC’s will monitor and analyze writing pieces at each grade level based on the time line that was shared earlier this year.</td>
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### 3: Achievement Gap

**Goal 3:** (State your achievement gap goal.)  
By May 2021, Squires Elementary will increase the percentage of African American students scoring proficient:  
Reading from 40% to 52%. (Rationale: Double the growth used in proficiency goal.)  
Math from 40% to 52%.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Fundi

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| **Objective 1:** By May 2020, Squires Elementary will increase the percentage of African American students scoring proficient from 40% to 46% in reading. | Design and deliver instruction that meets the cultural, social and developmental needs of gap students. KCWP2 | (Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies for African American students will be obtained to aid in curricular adjustments when students fail to meet mastery. | Walkthrough data and teacher evaluations will evidence TNTP practices. | 08.12.19 – Information from the TNTP research documenting the lack of access to grade appropriate assignments, high expectations, deep engagement and strong instruction among students of color was shared with all staff, both certified and classified.  
08.13.19 – Rose Santiago from FCPS shared a presentation about Disrupting Bias and Family Engagement |
| | Continue to implement the system for examining and interpreting all of the data that is in teachers’ classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. KCWP4 | (Process) Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. Data wise questions include: 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 the school? | Monitoring data in PLC’s for students of color. | |
| **Objective 2:** By May 2020, Squires Elementary will increase the percentage of African American students scoring proficient from 40% to 46% in math. | Design and deliver instruction that meets the cultural, social and developmental needs of gap students. KCWP2 | (Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies for African American students will be obtained to aid in curricular adjustments when students fail to meet mastery. | Walkthrough data and teacher evaluations will evidence TNTP practices. | 08.12.19 – Information from the TNTP research documenting the lack of access to grade appropriate assignments, high expectations, deep engagement and strong instruction among students of color was shared with all staff, both certified and classified.  
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4: Growth

Goal 4 (State your growth goal.): By May 2021, Squires Elementary growth indicator score will increase from 77.3 to 79.3.

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<td>Objective 1: By May 2020, Squires Elementary growth indicator score will increase from 71.9 to 72.9 in reading.</td>
<td>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 instruction.</td>
<td>School administration and grade level teams will analyze formative and summative data and develop a plan for next steps of instruction, including intervention needs, personalized learning through Lexia and small group instruction to ensure that all students reach mastery of standards.</td>
<td>Formative and summative assessment data will be analyzed within PLCs.</td>
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<td>Objective 2: By May 2020, Squires Elementary growth indicator score will increase from 82.6 to 83.6 in math.</td>
<td>Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students are successful in Tier 1 math instruction.</td>
<td>School administration and grade level teams will analyze formative and summative data and develop a plan for next steps of instruction, including intervention needs, personalized learning through SuccessMaker and small group instruction to ensure that all students reach mastery of standards.</td>
<td>Formative and summative assessment data will be analyzed within PLCs.</td>
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