2020-21 Phase Three:
Executive Summary for Schools

Brenda Cowan Elementary
Joshua Williams
4801 Athens-Boonesboro Road
Lexington, Kentucky, 40509
United States of America

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. 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?

Brenda Cowan opened in the 2019-2020 school year. BCE has 500 students with very diverse population. BCE is located in Hamburg off of Athens-Boonesboro road. This community is known for its diversity, as well as family and community involvement. The community is quickly growing and the area is highly sought after. BCE boasts a variety of special programs including Arts Integration, Global Competency, Service Leadership, and the 3rd grade Reading Pledge. We also added a preschool program to our school this year. The greatest challenge this past year has been transitioning everyone to distance learning through the pandemic.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our missions is to expose our students to diverse opportunities through the lens of arts education while providing the unique experience of learning in an environment that allows students to access every part of their brain. We have the responsibility to ensure ALL students are actively engaged, achieving at high levels, and are prepared to excel in a global society.

. 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.

A notable achievement in the past year has been been awarded a top school for Imagine Learning. We also have an amazing Creative Arts team who designed a virtual show where students were given the opportunity to audition and then see the play come to life. The school continues to strive to meet the goals of addressing our pillars-Arts Integration, Global Competency, Service Leadership, & the Third Grade Reading Pledge.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

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N/A

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

Our staff has done a phenomenal job building relationships with our students, as well as making engaging lessons to help our students throughout the pandemic with distance learning.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Brenda Cowan Continuous Improvement Diagnostic

Phase One

Brenda Cowan Elementary
Joshua Williams

4801 Athens-Boonesboro Road
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2020-21 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 2020-21 diagnostics is as follows:

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

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

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

Phase Four: January 1 - December 31
• Progress Monitoring

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

Please enter your name and date below to certify.

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Brenda Cowan Elementary

Joshua Williams 9/24/2020

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Needs Assessment

<u>**Step 1 – Purpose – Organize (Prepare)**</u>
<u>**Items needed:**</u>
Electronic Device
Access to the School's Assessment Google folder for KPREP data
Access to the MAP data
Access to school specific academic/non-academic data: i.e. Attendance, Behavior, Culture, Academic

State Accountability Data	District Benchmark Data
Cut Scores Tables (Stars/Performance Levels)	MAP Normative Data
	MAP Student Growth Reports
KPREP Cut Scores (NAPD Cut Scores)	Grade Report
Spring 2019 Accountability Summary	Projected Proficiency Report

What protocol are we using to analyze this data?
P-D-S-A – District Needs assessment tool during a district workshop. Used analysis protocols with teacher teams and school leadership teams, At Brenda Cowan Elementary, we utilize various data points to determine the progress and needs of our students. Some of our data points includes MAP assessment results, Imagine Learning assessment results, common formative and summative assessments (created by PLCs) and Running Records to determine reading levels. Our ILT (Instructional Leadership Team) reviews assessment data and protocols for Naming & Claiming students. Our ILT also works to determine PD needs and helps to determine school wide goals that will be a part of our CSIP. The ILT meets bi-weekly to determine school's needs. Our MTSS team (multi-tiered support services) meets weekly to discuss students that have been identified as tier II and tier III for ELA or Math. During the MTSS meetings, individual goals are created for every student and students are assigned a case manager.

<u>**Step 2: Data Analysis (Inquire)**</u>

What does the data tell you?	What does the data NOT tell you?
The data also told us that we have significant room for improvement in our Science (separate academic indicator) as our proficiency was only 28.2%.	The data does not allow us the opportunity to view trends across several years due to the fact that we opened our school fall of 2019 and the Statewide Assessments were not given due to Covid 19.
What are the causes for celebration/concern?	

The data tells us that we have significant room for improvement in both Reading and Math proficiency. We are pleased with that fact that more than 50% of our students scored proficient or higher on the KPREP. As a school our combined Reading and Math proficiency was 52.5%.

Step 2: Data Analysis (Inquire)

What are priorities/concerns?
What are priorities/concerns? *The combined proficiency in reading and math of our gap group is at 35%.*
What are strengths/leverages?
Our current goal is to go from 35% combined proficiency in reading and math to 67.5%. *Although we do not have a lot trend data, our MAP assessment has shown that over 50% have met overall projected growth.*
Trends
Insufficient data to demonstrate trends due to first year of school. Current year data is current state.

Step 3: Improvement Implications (Act)

Which processes, practices or conditions will the school focus its resources and efforts on in order to produce the desired changes? *All processes, practices and conditions can be linked to the six Key Core Work Processes*

KCWP 1 – Design and Deploy Standards
    Teaches will ensure that Tier 1 curriculum meets the intent of the standard.
KCWP 2 – Design and Deliver Instruction
    KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit
    plans to ensure alignment to district pacing guide and inclusion of all standards
KCWP 3 – Design and Deliver Assessment Literacy

KCWP 4 Review, Analyze and Apply Data
KCWP 5 – Design, Align and Deliver Support

2020-21 Phase Two:
School Assurances

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Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

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Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- No
- N/A

COMMENTS

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Title I Schoolwide Programs

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

○ Yes

○ No

● **N/A**

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

● **Yes**

○ No

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○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

● **Yes**
○ No
○ N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

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improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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Title I Targeted Assistance School Programs

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes

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○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

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

○ Yes

○ No

● **N/A**

COMMENTS

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Schools Identified for Targeted Support and Improvement

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

○ Yes
○ No
● **N/A**
COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes
○ No
● **N/A**
COMMENTS

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All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**
COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

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engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

○ Yes

○ No

● **N/A**

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

○ Yes

○ No

● **N/A**

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

○ Yes

○ No

● **N/A**

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

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○ Yes

○ No

● **N/A**

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

○ Yes

○ No

● **N/A**

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

○ Yes

○ No

● **N/A**

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

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○ Yes

○ No

● **N/A**

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

○ Yes

○ No

● **N/A**

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

○ Yes

○ No

● **N/A**

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

○ Yes

○ No

● **N/A**

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33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

○ Yes
○ No
● **N/A**
COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

○ Yes
○ No
● **N/A**
COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

○ Yes
○ No
● **N/A**
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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three:
Professional Development Plan for Schools

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

To expose our students to diverse opportunities through the lens of arts education while providing the unique experience of learning in an environment that allows students to access every part of their brain. We have a responsibility to ensure ALL students are actively engaged, achieving at high levels, and are prepared to excel in a global society.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

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This year our top two priorities have been 1. Improving engagement strategies for students through distant learning and 2. Training our teachers on effective guided reading strategies using Jan Richardson.

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

The priorities stated above relate to our proficiency goals for reading and math during distant learning to increase student performance, engagement, and accelerate learning loss during the pandemic.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For our first priority, our staff plans to train each other on various engagement strategies for students through distance learning. Teachers will attend various technology PD's focusing on student engagement, as well as Kagan Strategy PD's. By improving engagement through distance learning, this will also carry over to when we return in the classroom to help increase academic progress.

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

The intended results are to improve teaching practices and engagement strategies during distance learning to accelerate student academic growth.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be a high rate of student attendance and performance with distance learning and student performance data will increase on reading levels, MAP tests, Imagine Learning benchmarks, etc.

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

Every staff member, including paras, admin, etc. will participate in professional development to help increase student engagement.

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

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Students, teachers, paras, admin, etc. will all be impacted by this professional development.

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

Resources needed to support the professional development include, district and other educators to lead the trainings, funding to support the technology resources needed, and time for professional learning and planning to take place.

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

Continued coaching will be provided through weekly walkthroughs and through our evaluation system. Ongoing professional learning will be offered in our staff meetings where teachers will take turns sharing strategies and tools they have found to be effective with distance learning.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Data is monitored to ensure professional development to improve strategies is achieved through the district walkthrough tool, reviewing student work in PLC's, and student progress on MAP and Imagine Learning.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For the second priority need, the objectives are to train our teachers on how to have effective guided reading groups to help with address the pillar of our third grade reading pledge and having all students at or above their grade level on reading.

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

The intended results would be that no child is left behind when it comes to reading fluency and comprehension by the time they leave elementary school.

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5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be by monitoring text level data throughout the entire school year to make sure our students are progressing as they should. We will also look at our reading data on MAP, KPREP, Imagine Learning, and grade level assessments.

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

The targeted audience for professional development on guided reading will be our entire staff--admin, paras, teachers, support staff, etc. because with distance learning, everyone will be helping work with students.

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

The entire staff will be impacted by this component of professional development.

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

We will be using our guided reading specialist to help train the staff, funds to pay for resources needed, and time for teachers to train and plan for their guided reading groups.

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

We will continue to coach teachers through various guided reading strategies throughout the year in our PLC's, faculty meetings, walkthroughs, and evaluations.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

We will monitor evidence of implementation by collecting guided reading groups schedules and data from classroom teachers. We will also look at student work samples in PLC, as well as grade level assessments.

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6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three:
Closing the Achievement Gap Diagnostic

Brenda Cowan Elementary
Joshua Williams
4801 Athens-Boonesboro Road
Lexington, Kentucky, 40509
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

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.

N/A-Brand new school last year, and our school did not get to take KPREP due to Covid.

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II. Achievement Gap Analysis

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

BCE has a very diverse student population. We recognize that we do have a gap with our African American and students with disabilities. Through embedded PD on the TNTP process, PLCs, and our comprehensive tier II and tier III programs, we believe we will decrease the gap tremendously.

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

N/A-Due to us being a brand new school last year, our school has not had the opportunity to take K-Prep to get an accurate baseline due to being out of school for COVID.

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.

N/A

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.

N/A

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

N/A

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.

SBDM and stakeholders will be presented data to help create/monitor the CSIP. Through PLCs and the Instructional Leadership Team, we plan to work collaboratively to address our gaps.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our professional development plan is to concentrate on engagement strategies with distance learning and to train our staff on leading effective guided reading groups. At the same time, we will continue to look at the TNTP template as we design lessons in PLC's and continue training on Kagan Strategies and high yielding instructional strategies.

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III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See CSIP attachment

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

See CSIP attachment

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 BCE CSIP 20-21		•

Comprehensive School Improvement Plan (CSIP)

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

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

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

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

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

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

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal:
By 2023, increase combined proficiency in reading and math (as measured by KPREP data) from 52.5 to 64.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- By the end of 2020-2021 school year, proficiency in reading will increase from 48.4 to 51 as measured by the KPREP assessment.	KCWP-2: Design and Deliver Instruction	Through PLC structure, monitor delivery of content through use of district-mandated monitoring tools and review of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards. Once a month in PLCs, conduct "status check" of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.	Teachers Administration PLC Minutes Observations 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.	$0

1: Proficiency Goal

Goal 1 (State your proficiency goal.):

By 2023, increase combined proficiency in reading and math (as measured by KPREP data) from 52.5 to 64.5.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Objective 1- By the end of 2020-2021 school year, proficiency in reading will increase from 48.4 to 51 as measured by the KPREP assessment.	KCWP-2: Design and Deliver Instruction	Through PLC structure, monitor delivery of content through use of district-mandated monitoring tools and review of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards. Once a month in PLCs, conduct "status check" of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.	Teachers Administration PLC Minutes Observations 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.	$0
		Through Embedded PD, teachers will be trained on the TNTP process of determining grade level appropriate, rigorous content.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and	Teachers Administration PLC Minutes Observations 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.	$0

			math will increase, as well		
Objective 2 By the end of the 2020-2021 school year, math proficiency will increase from 56.5 to 57.5 as measured by the K-PREP assessment.	KCWP 4: Review, Analyze, and Apply Data	Use formative and summative assessment data to monitor efficacy of instruction and plan and deliver next-steps in instruction. As our school works toward a grading system which measures mastery of standards, develop a monitoring tool for each formative and summative assessment.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well	Teachers Administration PLC Minutes Observations	$0
		Through the PLC process, teachers will work together to complete a data analysis for assessments. The analysis will include a "Plan of Action" which includes the dates, times, and	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative	Teachers Administration PLC Minutes Observations	$0

		strategies used for additional teaching/learning.	assessment data for reading and math will increase, as well.		
	KCWP 3: Design and Deliver Assessment Literacy	Provide professional development for teachers on assessments tools provided through Investigations/Envisions (in addition to unit assessments and benchmarks).	Teachers will be able to access and use all assessment tools available in Investigations/Envisions.	Teachers Administration PLC Minutes Observations	$0
	KCWP 3: Design and Deliver Assessment Literacy	Through Embedded PD, teachers will be trained on the TNTP process of determining grade level appropriate, rigorous content.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well	Teachers Administration PLC Minutes Observations 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.	$0

Goal 2 (State your separate academic indicator goal.):
By 2023, BCE will increase combined proficiency in the areas of writing, social studies, and science from 31.3 to 34.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2020-2021 school year, proficiency in science will increase from 28.2 to 31.2 as measured by the KPREP assessment.	KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards.	Once a month in PLCs, conduct "status check" of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for science will increase, as well.	Teachers Administration	$0
		Grade level teams will participate in a mid-year collaboration with the Science Team Lead to review and make adjustments to curriculum beyond pacing for the 2nd half of the year.		Teachers Administration PLC Minutes Observations	$0
	KCWP 1: Teachers will ensure that Tier I curriculum meets the	Teachers will participate in an evaluation of Science curriculum resources to use for Tier I instruction.	In addition to the 2018- 2019 K-PREP proficiency	Teachers Administration	$0

			objective being reached, proficiency on unit, summative assessment data for science will increase, as well.		
		All grade levels will pilot the Science Amplify program, analyze the data for effectiveness, and make a recommendation to school leadership for purchase		All Teachers Administration	
Objective 2 By the end of the 2020-2021 school year, proficiency in social studies will increase from 37.8% to 41% as measured by the K - PREP assessment	KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards.	Once a month in PLCs, conduct "status check" of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K -PREP proficiency objective being reached, proficiency on unit, summative assessment data for social studies will increase, as well.	Teachers Administration	$0

Goal 3 (State your achievement gap goal.):
By 2023, increase the combined proficiency in reading and math all students in the gap group from 35% to 67.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2021, 44.2% of non-duplicated gap students will score at or above proficiency in reading.	KCWP 2: Design and Deliver Instruction	Tier III Intervention Team RTI Team and grade level teachers meet regularly to determine appropriate research-based intervention strategies and assess the effectiveness of the intervention plan as evidenced by formative and summative assessment	Tier II and Tier III plans Progress monitoring plans Formative assessments	Ongoing Regular education teachers Intervention teachers	$0
	KCWP 4: Review, Analyze, and Apply Data	PLC Teams Regular education, ELL, special education, and intervention teachers to write IEP and PSP goals to align with common core standards and data to support the individual needs of students.	IEP and PSP plans Formative and Summative assessments	Ongoing Regular education Intervention ELL	$0

	KCWP 4: Review, Analyze, and Apply Data	All teachers will utilize/implement Imagine Learning computer based Tier II program for reading.	Imagine Learning Assessment results will be monitored through PLCs.	On going.	$12,500
Objective 2 By May of 2021, 41.5% of non-duplicated gap students will score at or above proficiency in math.	KCWP 2: Design and Deliver Instruction	Teacher Professional Development Throughout the year, staff will have embedded and formal professional learning to grow their understanding of math curriculum, to improve math instruction.	Professional Development Plans Formative Assessment	Ongoing Regular education Administrations	$0
	KCWP 4: Review, Analyze, and Apply Data	Attendance The guidance counselor, attendance clerk, and principal will work collaboratively with parents and district personnel to remove barriers that result in chronic absences and tardies.	Student action plans Attendance reports	Teachers Guidance Counselor	$0
	KCWP 4: Review, Analyze, and Apply Data	All teachers will utilize/implement Imagine Learning computer based Tier II program for Math.	Imagine Learning Assessment results will be monitored through PLCs.	On going.	$12,500

Goal 4 (State your growth goal.): Increase the average combined reading and math growth in grades 3-5 from 16.7 to 58.35 by 2023.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2021, BCE will increase combined KPREP reading typical growth from 19.5 to 27.5.	KCWP 4: Review, Analyze, and Apply Data	PLC teams, instructional support staff, and intervention teachers will collaborate to review formative assessment data to ensure Tier II and Tier III interventions are targeted on standards-based instruction.	Formative assessments	Ongoing Regular education Special education Intervention Leadership Team	$0
Objective 2 BCE will increase combined KPREP math typical growth from 13.9 to 22.5.	KCWP 5: Design, Align, and Deliver Support	Teachers will work collaboratively with the GT coordinator to develop differentiated instruction to extend student learning for students who have already mastered grade level core content, while	Formative assessments	Ongoing Regular education Special education Intervention Leadership Team	$0

		increasing rigor and student engagement.			

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2023, 5th grade combined readiness in reading and math for the ACT will increase from 47.9% to 73.95% as measured by the MAP assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By the end of the 2020-2021 school year, 5th grade readiness in reading for the ACT will increase from 58.3% to 62.5% as evidenced by the MAP assessment.	KCWP: Design and Deliver Instruction	Teachers will utilize the Learning Continuum provided by the MAP assessment to plan Tier II instructional support.	Students with reading deficits will have their instructional needs identified and met during Tier II intervention.	Teachers Administration Tier II lesson plans	$0
	KCWP: Design and Deliver Assessment Literacy	Teachers complete reading diagnostics at each grade level 3 times per year: fall, winter, and spring. Each diagnostic will be specific to the specific skills needed at each grade level.	Teachers will gain clarity in the specific needs of students in reading.	Teachers Administration District Reading Support	$0
Objective 2	KCWP: Design and Deliver Instruction	Teachers will utilize the Learning Continuum	Students with reading deficits	Teachers Administration Tier II lesson plans	$0

By the end of the 2020-2021 school year, 5th grade readiness in math for the ACT will increase from 37.5% to 43.75% as evidenced by the MAP assessment		provided by the MAP assessment to plan Tier II instructional support	will have their instructional needs identified and met during Tier II intervention.	

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**

Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

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

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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