18-19 Executive Summary

Phase Three: Executive Summary for Schools

Lewisburg Elementary School
Joshua A Matthews
750 Stacker Street
Lewisburg, Kentucky, 42256
United States of America

Last Modified: 02/11/2019
Status: Locked

TABLE OF CONTENTS

Phase Three: Executive Summary for Schools

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?

Lewisburg School has 486 students in Preschool-8th grade. We are a Title 1 school in a rural community in Logan Co. , KY. Student population is predominately white at 95.1%. African American students make up 0.6%, Hispanic 2.9%, and 1.4% are two or more races. Males make up 256 and females 230 of our student population. Our free and reduced lunch status is 56%. 100% of our staff is white, 94.1% are female and 5.9% are male. Four teachers are National Board Certified. Staff changes: we have had a new Assistant Principal each year for the last three years. Three years ago, we had 12 certified teacher changes in position or new hires. We are currently in the process of changing how we deliver tier 1 instruction from a traditional model to one of project based instruction.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Lewisburg Schools Mission is to create a deeper learning environment where higher order thinking is valued and acquired knowledge is applied in real world situations. Lewisburg Schools vision is to create analytical and problem-solving students who are life-ready and capable of competing in a global environment. Project Based and personalized learning is deepening our learning environment for all of our students. The school will close achievement gaps through engaging tier I, tier II, and tier III instruction. The educational philososphy at Lewisburg has been heavily influenced by Mike Rutherford, Mike Mattos, and John Hatti. The school is utilizing performance assessments and standards based grading to better communicate learning. Monthly Ranger Academy gives students opportunities to explore career pathways and areas of interest.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

The school has significantly improved the culture and climate in the building. The students have access to different clubs each month, which not only connects learning to real life, but increases transition readiness. The school continue to provide small group tier instruction to all students. Tier I instruction now includes more project based and personalized learning. The gap scores in 3rd grade indicate the school is moving in a positive direction. The overall growth scores in reading were exceptional for both elementary and middle school. The changes we have made over the last two years has increased student engagement, provided more opportunities for higher order

thinking, and decreased student discipline referrals. We are a data driven school-student data is monitored continuously to make instructional decisions for each child's next steps.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

The school has made great progress over the last two years in culture, instruction, and teacher professional development. The changes made have specifically addressed learning gaps and student engagement. The building has undergone a transformation which also increased student and staff morale. Two years ago, the school started with 40 Chromebooks and today the school has one to one technology for every student through the 2nd grade. The increased use of personalized learning is allowing our school to meet each student on their educational level.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

18-19 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Lewisburg Elementary School
Joshua A Matthews
750 Stacker Street
Lewisburg, Kentucky, 42256
United States of America

Last Modified: 02/11/2019
Status: Locked

TABLE OF CONTENTS

e|Prove diagnostics

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

The need for more teacher planning time is a real issue. We are committed to providing students with authentic learning experiences with includes project based learning, passion projects, and learning academies. We have been a district innovation leader and we are currently implementing the Summit Learning Program which allows students an opportunity for personalized learning. All of this takes time to plan and planning time is a critical component to making this type of progress successful. We have addressed this issue with increased planning time on Fridays and virtual teacher meetings to eliminate the need for in-person after school meetings. We also need to increase communication with parents. We have started the process of increasing parental communication. This school year we introduced a new system that allows us to create two way communication when an issue arises with a student. The system allows for a teacher to scan a card when a student is doing something positive or negative and the parent get immediate notification. We have offered parents a time when the school will host visits. The visits are set up much like any school visit; we talk about our educational philosophy and conduct walk-through's. We have increase the number of social media posts including adding Instagram. Finally, we put out a newsletter each week which includes pictures, articles from teachers, and a school calendar.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

External stakeholder interest is a big part of our continuous improvement process. We will use our SBDM parents along with our PTO parents to help gauge our success and guide our future decisions. The number of social post, behavior (positive and negative) scans, and involvement in the school visits are hard numbers. We will monitor those programs along with any feedback we get from parents as it pertains to communication. The ultimate goal is to increase the volunteer numbers and hours along with increasing participation in the PTO. The teacher planning time is monitored based on a weekly chart...how much time planning time did the teacher receive. We take those numbers and look at monthly averages.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

18-19 Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Lewisburg Elementary School
Joshua A Matthews
750 Stacker Street
Lewisburg, Kentucky, 42256
United States of America

Last Modified: 02/11/2019
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The administrative team has emphasized the use of data for the past two years. We hold weekly meetings with our teachers and in those meetings we review data as it relates to RTI groupings. We use a Google Doc program for teachers to track data throughout the year. As evidenced by our grade level meetings, data is discussed and RTI groups are assigned accordingly. We progress monitor every four weeks and we have three district testing windows. Additionally, we use data from our two personalized learning platforms. The administration has emphasized formative assessments both during and after instruction. Finally, the administration has held and continues to coach teachers on deconstructing the data and using it to guide instruction. The importance of triangulating the data has also been a emphasis during professional learning. We use the data in several different ways to increase our ability to reach every students. As an administration, we have used the data to help guide our decisions as it relates to offering professional learning as well as emphasizing differentiation and personalized learning. We continue to work closely with our community to determine the definition of success for Lewisburg. We report our overall STAR scores as well as KPREP scores, so the stakeholders can get an overall view of the academic success at Lewisburg school. We highlight areas we see as growth areas as well as soliciting community input.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

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:
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The area we must focus on is our gap scores. Overall, our growth and proficiency scores were very solid. The gap scores in third grade were 62% proficient/distinguished in reading and 48% in math. The overall proficiency of our elementary school in reading was 51.6% and in math 40.6%. These numbers are improving, but we feel the urgency to push these numbers forward. The past two years, Lewisburg has focused on increasing the effectiveness of tier I instruction. This has included revisiting highly effective teaching strategies and emphasizing the need for student engagement. Lewisburg Elementary has started to implement strategies that incorporate John Hattie's high impact practices through PBL and inquiry based learning. Additionally, there has been a focus on data driven decisions and revamping the RTI system. The elementary gap proficiency in reading was 43.2% and in math 33%. The middle school has a proficiency rating of 52.5% in reading and 38.9% in math. In both elementary and middle school math continues to be a priority. We offer math tutoring session on Tuesdays and Thursdays after school. In the middle school, we have switched over to Summit Learning so students are getting a double dose of the power standards in all subjects.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Elementary- Math- Overall Proficiency- 40.6 Elementary- Math- Gap Proficiency- 33.0 Middle School- Math- Overall Proficiency- 38.9 with on 5.8 being distinguished Middle School- Math- Gap Proficiency- 29.2 These areas are main priorities for our school.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

Trends

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

Over the first two years of the new principal things have drastically changed at Lewisburg. The culture is open and nonthreatening. The administration is giving immediate feedback with daily and weekly walk-through observations. Last year, the discipline referrals dropped by over 200 referrals. The attendance went up by over a percentage point. The elementary scores have improved over the last two years, but the learning gaps remain. The continued focus on intentional small group RTI along with an emphasis on improving tier I instruction is starting to help close some of the gaps. We feel strongly, that while most of our students start behind; with the strategies currently in place, over a period of time, we can help students catch up. This was proven with our third grade test scores.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

eProve diagnostics

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

KCWP 1 and 2 will continue to be a focus for our school. The teachers are engaging in continued professional learning centered around around highly effective teaching strategies. There is an emphasis on challenging our students with project based learning pedagogical approaches. This year the administration has provided teachers with two personalized learning platforms...Summit Learning and Exact Path. These programs allow our school to differentiate instruction and meet all students at their current level. We will continue to analyze data on a weekly basis to ensure the effectiveness of our RTI program and Tier I instruction.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

We had 62% of our gap students score proficient or distinguished last year. This is a significant increase in gap scores over previous years. In the 4th grade we raised our reading percentage of proficient/distinguished from 41.7% to 45.4%. We lowered our novice percentage from 31.7% to 18.1%. In 5th grade, we increased our percentage of writing proficient/distinguished from 38.3% to 45.5%. We had significant growth in 6th grade with 82% of our students making at least .25 worth of growth. There are several areas of strengths for our school with most categories trending in the right direction.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

18-19 Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Lewisburg Elementary School
Joshua A Matthews
750 Stacker Street
Lewisburg, Kentucky, 42256
United States of America

Last Modified: 02/11/2019
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Lewisburg uses a variety of measures to analysis gap students. The school uses district common assessments, district academic testing (STAR), progress monitoring data, teacher observations, and administrative instructional rounds data.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

The culture and climate at Lewisburg is awesome. The gap students have opportunities well beyond the normal classroom experiences. All of our students have an opportunity to participate in various clubs once a month. Several of our Gap students are bused to the vocational schools where they are enrolled in electricity, welding, machine shop, drafting, and so on. We also have several bused to the high school for JROTC. We provide all students with small group intervention twice a day and IEP students are pulled for specialty designed instruction in addition to the intervention. The community and school is small, so it allows our teachers to know the students on a personal level. As a school, we are focused on project based learning and personalized learning. The gap students have an opportunity to demonstrate their learning is a variety of ways.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Lewisburg is focused on closing the achievement gap. The school has implemented additional intervention help for all the students and particularly the gap students. The has been a focus on meeting each student on their level through personalized learning. These programs along with other gap reduction strategies have only been in place for the last 12 months. Therefore, to see the gains we have already made is phenomenal. The average age of our incoming kindergarten students this year on the STAR exam is 2 years and 3 months. The students we get are significantly behind, so growth versus proficiency is much better way of analyzing our success.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The gap groups that have showed the biggest improvement is economically disadvantaged in middle school writing. Gap writing scores improved from 37.1 percent proficient/distinguished to 59.3 percent. There was also a big jump in gap scores for 3rd grade reading. The gap students in 3rd grade reading scored 62% proficient/distinguished and math scored 53%. These scores represent a significant improvement. The gap students have consistently performed at or above state averages in middle school social studies.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The school has lacked progress in both reading and math. The disability group which is not counted because of the small numbers and the economically disadvantaged group are both running in the 30 and 40 percent. This has been fairly consistent over the last five years. The need to move students forward in reading and math is critical. We celebrate the 3rd grade reading and math gap scores because it shows what we are doing is working.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The ESS teacher will focus primarily on elementary math during the school day on Monday, Tuesday, and Wednesday. The teacher will provide small group tutoring on specific deficiencies as determined by triangulating the data (STAR, Teacher Observations, and District Common Assessments). The ESS teacher will hold after school tutoring on Thursday afternoons from

3-4:15pm for any student who is struggling in reading and/or math. The professional development plan includes PBIS, Kagan, Co-Teaching, and PBL training. The plan covers two years and outlines the process for ensuring all of our teachers are trained. Additionally, the school will continue to provide training in Mike Rutherford and Thoughtful Education. The district is providing training for all administrators in instructional rounds through the Mike Rutherford Feedback and Coaching Labs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

The principal is relatively new to the school. The current year is his third year as the principal. He has introduced several new initiatives since his arrival. It takes time for people to be trained and feel comfortable with the new programs. The introduction of small group intervention for all students, personalized learning, project based learning, co-teaching, and Mike Rutherford are all new concepts to the school. Additionally, new research based programs like reading plus have been implemented. Prior to his arrival, intervention was not intentional and the culture and climate prevented gap growth. This has started to change, but it takes time.

G. 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.

Josh Matthews- Principal Christy Lucas- Assistant Principal Bobbi Miller- Dean of Students/ Technology Resource Teacher Cher Rosser- Math Interventionist Crystal Britt- 1st grade teacher Liz Beadnell- 3rd grade teacher Tammy Triplett- 5th grade teacher Stacy Stobaugh- MS teacher Lana George- parent Sonya Case- parent Lewisburg has an atmosphere of continuous communication between decision makers and stakeholders. Therefore, the process described below is only the formal process, it does not take into consideration the informal communication between stakeholders and administration. The committee listed above was presented with the tend data from the KPREP and STAR exam. The data was analyzed for repeating trends good or bad as it relates to all students and particularly the gap students. Suggestions were gathered as ways we could improve and close the learning gaps. Those ideas were communicated in the CSIP. The CSIP was reviewed by the committee and approved.

III. Planning the Work

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).

Economically Disadvantaged- (ES) Reading P/D will improve from 40.2 to 43.2 as measured on the 2019 KPREP scores. Economically Disadvantaged- (ES) Math P/D will improve from 30.4 to 32.4 as measured on the 2019 KPREP scores. Economically Disadvantaged- (MS) Reading P/D will improve from 41.4 to 44.4 as measured on the 2019 KPREP scores. Economically Disadvantaged- (MS) Math P/D will improve from 27.9 to 29.9 as measured on the 2019 KPREP scores.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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

The document has been attached.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
▦ Gap Group Identification	Attached is GAP identification- Economically disadvantaged and Free and Reduced lunch are our only Gap groups that are recognized by KDE.	I
▦ Measurable Gap Goal	Attached is my Gap Goals	III

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch	74.06
Disability with IEP	10.1
Economically Disadvantaged	60

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy
ES Reading/Math	KCWP 2 and 6	Kagan Training
ES Reading/Math	KCWP 6	PBIS Training
ES/MS Math	KCWP 2	Mike Rutherford
		Co-Teaching
		Data Analysis
ES Math	KCWP 2	KCM Training
5-8 Reading	KCWP 2	Reading Plus
ES Reading	KCWP 2	LLI
ES/MS Math and Reading	KCWP 2	Small Group Intervention/Specially Designed Instruction

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy

Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Josh Matthews	Percentage of teachers trained and admin walkthroughs	Title I and District
Bobbi Miller/Josh Matthews	Percentage of teachers trained, admin walkthroughs, discipline referrals	Title I and District
Josh Matthews	Percentage of teachers trained, STAR growth scores, district common assessments, walkthroughs, and KPREP scores	Title I and District
Christy Lucas		
Teachers/Administration		
Teachers/Cher Rosser	Percentage of teachers using KCM stratgies as measured by walk-throughs, number of teachers trained, and lesson plans	Grant and Title I
Teachers	Usage reports, growth reports in reading plus, STAR growth, and district common assessments.	Title I
Teacher/Bonnie Wells	Number of teachers trained, STAR growth scores, PSI screener, and District common assessments	Title I
Teachers/Administration	STAR growth, District commmon assessments, intervention data, and KPREP scores	Title I

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): The overall elementary proficiency in mathematics will improve from 40.6 to 46.6 as evidenced on the 2021 KPREP test. The middle school will improve reading proficiency from 52.5 to 58.5 as evidenced on the 2021 KPREP test.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase EL math proficiency to 42.6 in 2019 Increase EL math proficiency to 44.6 in 2020 Increase EL math proficiency to 46.6 in 2021	The K-5 teachers will focus on math vocabulary and number sense. The elementary teachers will increase the effectiveness of math instruction by using research based programs and highly effective teaching strategies.	KCWP 2 and KCWP 4 The teachers will continue to implement the Engage curriculum using the number sense techniques learned at KCM and Math Plus training. Teachers will emphasis appropriate grade level math vocabulary. Teachers will encourage students to analyze mathematics by identifying underlying procedures demonstrated through number talks.			N/A
			All K-5 teachers are implementing Engage curriculum and using number sense techniques learned at KCM and Math Plus as demonstrated in lesson plans and seen during administrative walkthroughs. All K-5 students will have a vocabulary notebook. All K-5 teachers will utilize number talks	Ongoing- Administrative Walkthroughs Ongoing- Lesson Plan Reviews Ongoing- Guided planning session minutes Ongoing- Review of District Common Assessment Results Ongoing- Dibels Math Data December 2018- STAR January 2019- Winslet Field Test February 2019- STAR Progress Monitoring April 2019- STAR Progress Monitoring	

	The elementary math teachers will differentiate instruction through personalized learning utilizing Exact Path and Odyssey math.	KCWP 2 During center work and intervention the teachers will implement research based Odyssey math as a way of reaching every student on their level. They will also implement Exact Path. This is a personalized learning platform and we are a pilot school. The program is produced by the same people who make Odyssey math.	The average growth of elementary math will exceed 50 scale score points as evidenced by the April 2019 STAR assessment.	Ongoing- Program Reports reviewed by the administration team once a week during data meeting. January 2019- Fully Implement Exact Path K-5. February 2019- Implement Odyssey math and provide training.	School Funds Odyssey math for K-5 from district funds. Purchased Exact Path through Title I school allotment.
	The elementary math teachers will increase the authenticity of math lesson through project based learning.	KCWP 2 During the 2019-2020 school year teachers will implement authentic engaging projects which cover multiple KY academic standards.	All teachers connect content with authentic problem solving.	Ongoing- Administrative Walkthroughs PLC meetings with documentation of tuning protocol. Vertical team meetings/PLC's plan, do, study, act documentation.	Use section 6 teacher allocation to provide project supplies.
Objective 2 Increase MS reading proficiency to 54.5 by 2019 Increase MS reading proficiency to 56.5 by 2020	KCWP 2: The teachers will implement inquiry, project, and personalized learning in all three tiers of instruction. A combination of all three is reported to have a .68 effect size by John Hatti.	KCWP 2 During the 2018-2019 school year the middle school will increase reading proficiency by incorporating Reading Plus and Summit Learning into all three tiers of instruction	The middle school students on average will grow more than 50 SS points as evidenced by the April 2019 Star Test	December 2018- STAR Test February 2019- STAR Test April 2019- STAR Test Summit Learning Training- All middle school teachers have been trained a total of 7 days by Summit Learning Mentor as of October 2018.	Title I continue training in project based learning. Summit Learning Grant

Increase MS reading proficiency to 58.5 by 2021				All middle school teachers have been trained through a series of professional developments on project based learning. The ELA teachers have been trained on Reading Plus and the program has been fully implemented as of August 2018. Ongoing- Administrative review of program usage.	

.

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): To improve elementary proficiency in writing from 45.6 to 51.6 as evidenced on the 2021 KPREP test. The middle school will improve writing proficiency from 68.1 to 74.1 as evidenced on the 2021 KPREP test.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase EL writing proficiency 47.6 by 2019 Increase EL writing proficiency 49.6 by 2020 Increase El writing proficiency 51.6 by 2021	Vertical team meetings will ensure the school/district writing plan is monitored and properly implemented. All content teachers will grade writing using the school/district writing rubric. There will be cross curricular writing throughout the school as evidenced by student work and snapshot lesson plans. Small group intervention will be provided for all writers including those who score proficient or higher on	KCWP 2 and KCWP 4			
		The teachers will continue to implement the school writing plan and curriculum using techniques learned at GRREC training provided by Angie Gunter. Teachers will work in grade level PLC's and vertical writing teams in order to review data and make educational decisions. Teachers will connect the writing to personal interest and real life situations.	100% of teachers are implementing the school writing plan as evidenced by student work samples, portfolios, and snapshot lesson plans Portfolio defenses for 3rd, 5th, and 8th grade students by May 2020. The vertical teams to review data and guide instructional decision making.	Ongoing- Administrative Walkthroughs to monitor cross curricular writing All 4th-8th grade ELA/writing teachers will attend at least one writing PD by May 2020. Writing scrimmage January 29/30 & March 25/26 Monthly vertical team meeting agenda and Plan, Do, Study organizer completed and posted in the team drive. Student work samples reviewed by administration May 2019.	Title I school allocation

	student work and/or the writing scrimmage.			Portfolio Defense May 2020.	
Objective 2

Increase MS writing proficiency 70.1 by 2019

Increase MS writing proficiency to 72.1 by 2020

Increase MS writing proficiency to 74.1 by 2020 | Please refer to above strategies | Refer to above activities | Refer to the measures above | Refer to the progress monitoring above | |

3: Gap

| Goal 3 (*State your Gap goal): To increase elementary reading proficiency of free and reduced gap students from 40.2 to 46.2 as evidenced by 2021 KPREP scores. To increase middle school reading proficiency of free and reduced gap students from 41.4 to 47.4 as evidenced by 2021 KPREP scores.* |

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- 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	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase EL F/Re gap proficiency in reading and math to 42.2 by 2019 Increase MS F/Re gap proficiency in reading and math to 43.4	To create a cooperative learning environment for both elementary and middle school during tier I instruction Implement Kagan strategies in tier I instruction	KCWP 2 and KCWP 6 The teachers will be provided Kagan Training throughout the 2018-2019 school year. The administration will provide Kagan resources for all teachers by 2019.	July 2019- At least 37% of teachers will receive Day 1 and 2 of Kagan Training by a certified Kagan Trainer. 2018-2019- At least 30% of administrative walkthroughs will identify at least one Kagan strategy being utilized during tier I instruction. 2018-2019- All snapshot lesson plans will identify one Kagan strategy the teacher plans to use each day.	2018-2019- Administrative Walkthroughs. Ewalk Documentation 2018-2019- Review of Snapshot Lesson Plans...Google Drive Team Folders. December 2018- All grade levels will receive Kagan structures workbook. July 2019- At least 37% of teachers have recieved day 1 and 2 of the Kagan training. July 2020- 100% of teachers have received day 1 and 2 of Kagan Training August 2020- All teachers training in Co-Teaching.	Use school allocation to train (10) certified teachers in Kagan strategies Day 1 and 2. School allocation to train staff in co-teaching. Kagan structure workbook Title I school allotment.

				2020- All general education teachers and special education teachers trained in Co-Teaching	August 2020- Master schedule will reflect one common planning.	
				2020- All general education teachers and special education teachers will have at least one common planning.		
	Implement PBIS to create a safe learning environment for all students	KCWP 6				
		Lewisburg will implement PBIS during the 2018-2019. This will include forming a PBIS team which will meet monthly.	100% will of teachers will meet the 5 to 1 positive interactions (Contingent and Non Contingent).	August 2018 discipline scan system in place to increase two way parent communication	Title I school allocation
			Positive scans will increase by 30%	August 2018 PBIS team will be formed and minutes reviewed each of the following months.	
			Negative scans will decrease by 20%	August 2018 behavior matrix will be approved by SBDM with minor offenses to increase seat time.	
			Major write-ups will decrease 20%	August 2018 Lewisburg core values will be established and posted.	
			Structures will be in place by the start of 2019 to provide behavior support as evidenced by PBIS team monthly minutes	August 2018 Suite 360 and Restorative Justice online counseling will be implemented school wide.	
				January 2019 Classroom, Hall, Bathroom, Lunch, and Playground will be established and posted.	
				May 2019 60% of staff members will have received at least one PBIS professional development.	

				May 2019 Principal will attend at least two PBIS professional developments. 2020- Al staff members will have received at least one comprehensive PBIS training.	
Objective 2 Increase EL F/Re gap proficiency in reading and math to 44.2 by 2020 Increase EL F/Re gap proficiency in reading and math to 46.2 by 2021 Increase MS F/Re gap proficiency in reading and math to 45.4 by 2020 Increase MS F/Re gap proficiency in reading and math to 47.4 by 2021	To increase teacher usage of research based instructional practices and data analyzing in order to increase proficiency. Implement Rutherford and Thoughtful Ed strategies to increase student engagement Implement a co-teaching model for Gap Closure in all grade levels. Grade level meetings to analyze student data and document using the Plan, Do, Study document.	KCWP 2			School allocation Title I allocation
		The teachers will be provided Rutherford and Thoughtful Ed training during the 2018-2019 school year to increase student engagement and create intentionality among the teachers. Fully implement a co-teaching model as demonstrated during administrative observations and lesson plans.	100% of new teachers will complete Rutherford book study by May 2019 100% of all teachers will complete a book study of Thoughtful Ed by September 2019 Rutherford and/or Thoughtful Ed strategies will be evidenced in 100% of administrative walkthroughs starting September 2019 Rutherford and/or Thoughtful Ed strategies will be evidenced in 100% of snapshot lesson plans starting September 2019	Monthly New Teacher Academy minutes and agenda. Complete staff book study of Thoughtful Ed by August 2019. Weekly walkthroughs on Ewalk Weekly snapshot lesson plans in team drives and displayed on classroom doors. Teachers will work in PLC's and Vertical Teams to review data and guide instructional decision making. Plan, Do, Study documentation completed for each meeting.	
		KCWP 2			

		Utilize Reading Plus as a personalized learning platform for all students 5-8 grade	Provide support and personalized learning to students from a research based program	STAR grade level average growth scores December 2018 STAR grade level average growth scores February 2018 STAR grade level average growth scores April 2019	Administrative data review meeting minutes with emphasis on each individual student growth and use of research based programs. Monthly grade level meeting minutes with a review of usage time and individual student growth. Administrative walkthroughs documented on Ewalk	
		Continue utilizing LLI with our reading interventionist K-3. Lexia K-1. Phonological Awareness Training K-2 utilizing PSI.	KCWP 2			
			Provide support and personalized learning to students from a research based program.	STAR grade level average growth scores December 2018 STAR grade level average growth scores February 2018 STAR grade level average growth scores April 2019	100% of the elementary students will have one to one technology by July 2019 Administrative data review minutes with emphasis on each individual student growth and use of research based programs. Monthly grade level meeting minutes with a review of usage time and individual student growth. Administrative walkthroughs documented on Ewalk Teachers will work in PLC's and Vertical Teams to review data and guide instructional decision making.	Title I school allocation
		Provide small group tier II and III interventions for all gap students who qualify	Increase qualified staff and provide grade level flooding for tier II and III interventions.	Master schedule with daily time set aside for tier II and tier III intervention.	STAR grade level average growth scores December 2018	Title I school allocation for additional personnel

		Utilize personalized learning during tier II and tier III instruction.	No more than 10 in any one tier II intervention. No more than 8 in any one tier III intervention	STAR grade level average growth scores February 2018 STAR grade level average growth scores April 2019 Teachers will work in PLC's and Vertical Teams to review data and guide instructional decision making.	ESS Funds

4: Graduation rate

Goal 4 (*State your Graduation Rate goal):*

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
• KCWP 1: Design and Deploy Standards
• KCWP 2: Design and Deliver Instruction
• KCWP 3: Design and Deliver Assessment Literacy
• KCWP 4: Review, Analyze and Apply Data
• KCWP 5: Design, Align and Deliver Support
• KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*
• KCWP1: Design and Deploy Standards Classroom Activities
• KCWP2: Design and Deliver Instruction Classroom Activities
• KCWP3: Design and Deliver Assessment Literacy Classroom Activities
• KCWP4: Review, Analyze and Apply Data Classroom Activities
• KCWP5: Design, Align and Deliver Support Classroom Activities
• KCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5 (*State your Growth goal*): Increase elementary growth points in math from 14.8 to 18.8 as evidenced by the KPREP 2020 growth scores.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase growth points to 16.8 by 2019 Increase growth points to 18.8 by 2020	Increase math growth among elementary students as evidenced by KPREP growth scores. Connect math to realistic situations through project based learning	KCWP 2 Project based learning All teachers connecting content to realistic activities	Every math teacher has taken at least one project through tuning protocol. Every math teacher has realistic activities planned for math content. 70% of walkthrough demonstrate authentic activities happening during math instruction.	2019- Teachers will drop tuning protocol minutes in their team drive. 2020- 70% of planned activities will reflect authentic PBL activities as measured by lesson plans. 2020- 70% of math instruction will connect content with authentic activities as measure by administrative walkthroughs and lesson plans.	Title I school allotment
	Increase the use of personalized learning platforms	KCWP 2 Odyssey Math Program Exact Path	2020- All elementary math teachers will be utilizing Odyssey math. 2019- All elementary math teachers will	2019- Administrative walkthroughs- Ewalk 2020- Administrative data review minutes analyzing growth and usage.	Title I school allocation.

			have established an individual learning path for their students.		
	Incorporate strategies learned at KCM like number talks and number bonds	KCWP 2			
		100% of elementary math teachers receive annual KCM training

All teachers utilize KCM training in daily activities | 2020- All elementary math teachers will have received KCM training and renewed annually.

2020- All lesson plans will reflect highly effective teaching strategies learned at the KCM training. | 2020- All elementary teachers will have received at least two days of KCM training.

2020- All elementary teachers will receive annual KCM training.

2020- Math grant interventionist will co-teach lessons in grades K-2 at least twice a semester.

2020- All lesson plan math activities will reflect KCM highly effective teaching practices. | KCM Grant

Title I |

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal): By 2019 all students will have an opportunity to meet and work with their next grade level teacher multiple times during the school year as measured by vertical team minutes and student attendance at the offered events.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Document multiple opportunities for transition preparation in 2019	To introduce and create a comfort level with future teacher. Establish a relationship between student and teacher prior to the first day of school. Utilize Ranger Academy school wide.	KCWP 6 The introduction of multiple grade level "Ranger Academy" will allow students to work with varying grade level teachers.	 2019- 60% of 8th grade students are bussed to the high school multiple times a year to work with high school teachers through Ranger Academy 2019- 80% of all students work with subsequent grade level teachers multiple times through the school year through Ranger Academy.	Ranger Academy enrollment	Title I FRYSC Funds
	Create parent/student/teacher introduction/data nights.	KCWP 6 Increase parent involvement	 2020- 80% of parents attend at least one parent day/night.	Parent sign in Google Calendar Advertisements	

			Multiple parent nights offered each school year with a focus on transition readiness and current academic standing.		
	Create two school events where students spend the day with their future grade level teacher.	KCWP 6			
			2020- 100% of Lewisburg students will spend at least two full days working with subsequent grade level teachers.	Planning meeting minutes Student reflections following each event dropped in grade level folders.	

7: Other (optional)

Goal 7 (*State your goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

District: Logan County

School: Lewisburg

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive Improvement Plan.

- PLC's Plan, Do, Study
- Co-Teaching
- Project Based Learning
- Personalized Learning
- PBIS
- Tier Intervention
- Authentic Connection
- Professional Development
- Continuous Data Analysis
- Cross-Curricular Connections
- Kagan
- Mike Rutherford
- Thoughtful Education
- Research based educational programs recommended by KDE

Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.

- Continuous Administrative Data Review and meeting minutes
- PLC minutes
- Vertical Team minutes
- Administrative Walkthroughs
- Guided Planning Sessions
- Professional Development Certificates
- Peer Review Documentation
- Lesson Plans

Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teacher and Learning or Novice Reduction for Gap Closure programs.

- STAR Data

- Dibels Math
- Exact Path
- Writing Scrimmage
- PSI Screener
- LLI Data
- Lexia Data
- Reading Plus Data
- Administrative Observations/Walkthroughs
- Project Based Learning Rubrics
- Tuning protocol minutes
- District common assessments
- Winslet Field Test

Phase Two: School Assurances_10312018_17:22

Phase Two: School Assurances

Lewisburg Elementary School
Joshua A Matthews
750 Stacker Street
Lewisburg, Kentucky, 42256
United States of America

Last Modified: 10/31/2018
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

eProve diagnostics

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ● **Yes**
- ○ No

○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ● **Yes**
- ○ No

    ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)