

## **Adairville Executive Summary 2018-2019**

Phase Three: Executive Summary for Schools

### **Adairville Elementary School**

Kristina Rice  
226 School Ave  
Adairville, Kentucky, 42202  
United States of America

Last Modified: 12/29/2018

Status: Locked

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## 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?

Adairville School is in a small, rural community. Our school has a population of 380 students Preschool-8th grade. We are 65% free and reduced lunch. We have a high population of minority and SPED when compared to the other schools in the district. Most of our parents are either employed through farming or through factories in the surrounding counties. Since our school is on the state line, we have several families that move in and out of our school. We also have many students who are being raised by their extended families, whether that be grandparents, aunts, uncles, or neighbors who have gained custody or educational rights. We have a small population of students who classify as being homeless, and our Family Resource Center works to meet those students' needs throughout the school year. Our school has been defined by many as a family in that we collaborate to ensure the needs of each student is met not only academically, but also socially and emotionally. Several of our teachers and staff are from the Adairville community, so they know the needs of our students and families better than anyone else and work to make sure those needs are met; most of our staff members do not hesitate to help our students and families out of their own pockets and their personal time. Our staff turnover rate is very low, and most of our teachers are veterans or have at least four years experience. Because of our classroom/SPED teacher and staff allocations right now, we are able to maintain smaller class sizes, but since we are a small school, we face the burden of budget cuts for staffing allocations every school year, which places stress on our SBDM council and staff because we know that nothing is more effective in helping students learn than highly qualified teachers. Also, since we are a small school, it can sometimes be challenging to meet the requirements of extra-curricular activities and the KDE School Assurances. Over the last three years, our school has had the same principal, but the same assistant principal for two years. Our district has had the same superintendent for three years. We did not have any staff turnover from the 2018 school year to the 2019 school year. Due to budget cuts for the 2018-2019 school year, we lost one teaching position, and we continue to pay for two teachers out of school funds.

#### **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.

Adairville School exists for the purpose of preparing students to transition to their next steps in life with the skills necessary to reach their fullest potential, providing the highest level of involvement from students, staff, administrators, parents, and community. Our vision for students at Adairville School is grounded strongly in the belief that all students can learn and achieve at high levels. The entire learning community works together to offer optimum learning experiences, which promote academic excellence, development responsiveness, and opportunities that are socially equitable. We recognize the students' cognitive growth and support their ability to think in more abstract and complex ways. We provide challenging standards-based curriculum framed around important

concepts, essential understanding, inquiry, and real-world applications. We honor students' multiple intelligences and diverse learning styles through differentiating instruction, balancing independent inquiry with collaboration, and affording students the opportunity to engage in learning at developmentally appropriate stages. We value each student's intellectual, emotional, physical, social, and ethical being. Mutually respectful relationships among students, staff, families, and community provide the supportive, nurturing environment necessary for essential learning and decision-making. All students have access to all the curriculum and resources. We provide reading materials (Wonders textbooks, fluency passages, AR books, classroom books, etc.) for all students to take home; students are all using web-based programs at school to increase personalized learning, and these programs may also be accessed at home (Lexia, Reading Plus, Zearn Math, IXL, etc.). Multi-cultural curriculum and resources are critical tools in developing respect for diverse human beings. All stakeholders expect high quality work from all students, and we are committed to helping each student achieve success. Because of the school's belief in life-long learning and continuous growth, we strive to support learning at the highest level for all learners. To foster this learning, our entire staff encourages our school community to "do your best today" during morning assembly, and our students respond, "Success Starts Now."

## **ATTACHMENTS**

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### **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.

Adairville School has many accomplishments of which to be very proud. The school combines a rich academic and extra-curricular tradition, helping students become well-rounded members of society. The school's academic performances on state assessments exemplify a commitment to academic excellence. Our school strives to improve students' reading and math skills by reducing the percentage of students scoring novice and apprentice, as well as increase the percentage of students from scoring proficient to distinguished. We are also working to ensure that our students are life ready by developing a graduation profile of specific skills students need to be successful and contributing members at high school and in society. Our school is also proud of our TELL survey results. We ranked in the top 30 in the state for our school culture and commitment to student learning. We want to work hard to maintain these results; therefore, we are consistently asking teachers for feedback and areas of growth for the administrative team. Outside of the classroom, the school has seen tremendous success in a variety of areas, including our elementary and middle school academic teams, our Middle School Beta team, our Middle School KYA team, our Middle School Lighthouse Leader team, etc. All of these organizations participate in regional and state competitions, and we are always very proud of how well they represent our school. Our sports teams (volleyball, basketball, softball, football, band, etc.) also represent our school well in their sportsmanship and healthy competitive spirit. Our areas of improvement include finding a balance to improve our students' academic skills and life ready skills.

## **ATTACHMENTS**

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### **Additional Information**

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

At Adairville School, we take pride in teaching the "whole child." We work hard everyday to ensure our students are life ready academically, socially, and emotionally. We also know that we create our culture, and we choose to have a culture that is student-focused and positive. We view ourselves as problem-solvers, and we know that every decision we make is based on what is best for our students. We know our daily expectations: care, accountable, try, and we strive to encourage students to do their best, to do the right thing, and to be kind to each other every day - three important qualities that can carry them to having successful lives.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Adairville Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

**Adairville Elementary School**

Kristina Rice  
226 School Ave  
Adairville, Kentucky, 42202  
United States of America

Last Modified: 10/11/2018

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## 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.

eProve Parent Survey - We will address that 71% of our parents who completed the survey (30 parents) feel that their students are doing worksheets and only 1% feel they are doing presentations throughout the school day. We will address this concern by collaborating with teachers during PLCs to analyze how much time we spend on worksheets and how to communicate to parents other things we are doing outside of worksheets. We will also address the concern that some parents do not feel they have positive relationships with teachers. We will do this by working with out teachers during team leader meetings to develop customer service goals to improve relationships with parents. Both of these areas should be addressed because we want parents to have an accurate understanding of what their children are doing during the school day, and we want parents to know they are a valued part of our school community. eProve Teacher Survey - We would like to work to improve our teacher perspective of culture and climate at our school. Overall, the results were positive, but there were a few concerns sprinkled throughout (some report feeling tired and rushed). We will work to address these concerns as an administrative team through improving our customer survey and talking with each teacher to ensure their needs are met to increase student achievement. On the Teacher Inventory Survey, we would like to improve the communication aspect with parents. Only 54% of our teachers said they frequently communicate with parents through two way communication. We would like to address this concern through our team meetings to ensure that each teacher has a formal process for regularly communicating with parents. Both of these areas should be addressed because for students to learn, we need to make sure the teachers are able to be their very best and that teachers and parents are in constant communication. eProve Student Survey - For the student surveys, we would like to improve on 50% of students saying they do the work just to get a good grade. We would also like to improve on the student perspective of learning - reducing the amount of worksheets we are doing, etc. in the classroom and make sure students feel empowered and engaged in their learning. We plan to address these areas through PLC discussions and discussions with our student leadership teams. These areas need to be addressed because we want students' perspective on learning to focus on other aspects besides grades, and we also want to make sure students don't feel as if they are just doing worksheets in their classes.

#### **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.

School leadership will collaborate with team leaders, SBDM, FRYSC, and parent members to review these survey results, identify areas of concern, and develop a plan to address each concern. Team leader meetings, SBDM meetings, and School Leadership meetings are scheduled monthly, so we will discuss these concerns at those meetings. We will also work with our administration team to meet with our PTO and SBDM parents to address any concerns related to our survey results.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Adairville Needs Assessment 2018-2019**

Phase Two: The Needs Assessment for Schools

### **Adairville Elementary School**

Kristina Rice  
226 School Ave  
Adairville, Kentucky, 42202  
United States of America

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## 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?

Our PLCs meet bi-weekly to analyze STAR data, and they dedicated several meetings to analyzing K-PREP data. After analyzing the data, each PLC selected ten students to focus on moving to the next level. Also, after analyzing the data, each PLC set two goals they would like to accomplish for this school year. Our team leaders reviewed the K-PREP data and other stakeholder data. We also review our K-PREP data (at least once a year) and our STAR data (at least three times a year). For K-PREP, we disaggregate the data by grade level, gap, and three year trend data. Our team leaders and our SBDM are collaborating with administration to organize our school and district goals for our CSIP.

### **ATTACHMENTS**

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## 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.
- 0% Novice in 5th grade math. - Increase from 4% Novice to 21% Novice in 3rd grade Math. - Increase from 12% Novice to 28% Novice in 4th grade Math. - Increase from 7.5% Novice to 16% Novice in 6th grade Reading. - Decrease from 60% Proficient to 35% Proficient in 6th grade Reading. - Increase from 17.5% Distinguished to 30% Distinguished in 6th grade Reading. - 38% of our SPED elementary students are scoring Novice in Reading and Math. - Our teacher attendance increased by 20% (excluding teachers being out for professional development) for the 2017-2018 school year. - Student office referrals decreased by 50% for the 2017-2018.

## **ATTACHMENTS**

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## 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.

- Increase in Novice at the elementary level (grades 3 and 4) -Reading scores percentages remain the same year to year, with approximately 25% of students scoring Novice. -Writing scores decreased from 42% Proficient to 38% Proficient. - Social Studies 58% of students scored Proficient/Distinguished compared to over 75% for 16-17.

### **ATTACHMENTS**

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## Trends

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

Reading scores show less growth in trend data, and our math novice has increased from the previous two years. Our Writing scores in elementary have stayed below 50% for three years.

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## 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](#)

Delivery of instruction -- increase personalized learning through instructional strategies, technology, project-based learning Deployment of standards - increase focus on intentional teaching of essential standards and documenting student progress Apply data results - more intentional RTI grouping and instruction based on essential standards and skills

### **ATTACHMENTS**

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## 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%.

- Novice reduced to 0% in 5th grade Math. - MS Writing increased from 30% P/D to 70% P/D. - Overall Reading improved 5%. -Overall Math stayed consistent with trend data.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Adairville Gap 2018-2019**

Phase Three: Closing the Achievement Gap Diagnostic

**Adairville Elementary School**

Kristina Rice  
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## 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.

Gap Group Spreadsheet attached. The chart includes numbers for each of our gap groups (African American, Hispanic, Two or More Races, Free/Reduced Lunch, and Students with Disability).

#### **ATTACHMENTS**

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## II. Achievement Gap Analysis

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

Our climate and culture is based on our students' successes. We focus on preparing our students for their futures so that when they leave our school they are prepared for high school and have learned the skills required to be life ready. We have the largest minority population in the district, but it is still small in comparison to other schools in the state. Our Hispanic population requires an ELL instructional assistant to work with our Hispanic students. We have several students who do not speak English fluently, and several families who do not speak English at all. Therefore, we work with our ELL instructor to provide translation to the students/families and to help us build relationships with our Hispanic community. Our school is over 60% free/reduced lunch, and many of our families struggle to find full time work in or near our small community. With such a high population of free/reduced lunch, we face the challenge of our students not being exposed to a variety of experiences and opportunities outside of school. Our SPED population is about 15% of our school. With our population, we work very hard to encourage students to set goals for college and/or career education after high school. We also work to teach students emotional intelligence, so they are emotionally and socially ready when leaving our school.

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.

We saw an increase in SPED Math Elementary. In 16-17, 25% of SPED elementary students scored P/D in Math, and in 17-18, 40% of SPED elementary students scored P/D in Math. Middle school SPED Math novice was reduced from 14.3% in 16-17 to 8.3% in 17-18. Middle school Free/Reduced Math novice was reduced from 18.6% in 16-17 to 9% in 17-18. Middle school Free/Reduced Reading increased in percentage of distinguished from 11.4% in 16-17 to 19 in 17-18.

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

Based on data analysis, we have shown some improvement in SPED and Free/Reduced categories in Reading, Math, and Writing; however, we are not closing the gaps to meet the state requirements or our school goals, and we still have a high number of students scoring Novice.

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

Our SPED and Free/Reduced populations score below our All Student population. Our Hispanic and African American population scores decreased from 16-17 to 17-18. Our Hispanic population scoring P/D was reduced by at least 10% in each tested area for the 17-18 school year. Our African American population scored about the same as the year before, but less than 50% of students scored P/D both years.

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).*

Our Professional Development plan focuses on helping all students and reducing our achievement gaps. We are offering Professional Development in the following areas: Google Suite - to increase personalized learning and technology skills for students PBIS - to improve student behavior, to enhance teacher and student relationships, to increase recognition of positive student behaviors

Kagan Strategies - to enhance student engagement in the classrooms Next Generation Learning - to develop strategies to implement personalized learning and a graduation profile Essential Standards - to ensure students are mastering key standards and to analyze assessment data based on the essential standards Artisan Teacher - to improve teaching strategies RTI/SPED - to improve our strategies to meet the needs of our Tier 2/3 and SPED students District PLCs - to develop common assessments and to analyze assessment data School PLCs - to improve collaboration and analysis of essential standards Our Extended School Services plan is geared to help students who are struggling to reach proficiency. We offer ESS during the day for our elementary students, and we offer ESS on Friday afternoons for our middle school students. Both times are with a classified instructor who works with the students in a small group setting.

## **ATTACHMENTS**

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

At our school, we are working toward improving our rigor and equity across all grade levels. Our primary team is collaborating with our intermediate and middle school team to have discussions and make decisions about essential standards, assessments, and providing meaningful feedback. We are also working to improve our RTI interventions by providing more time in the schedule for personalized learning and small-group instruction. We are also making an effort to ensure that every teacher team is effective so that they are collaborating, planning, and analyzing data as a team to make the best instructional decisions for students.

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.

To involve teachers, leaders, and other stakeholders in the continuous improvement planning process, our administration plans to schedule meeting times with our teacher leaders and parent stakeholders to review our plans and to discuss any concerns they may have. Once the plan is reviewed by our teacher leaders and parent stakeholders, it will be approved by our SBDM council. Our administration will consistently review our plan to ensure we are meeting our goals and expectations. Our administration will regularly collaborate with our teachers to verify that we are working to reduce our achievement gaps, and we will make changes to our plans based on teacher feedback, as needed. Principal - Kristina Rice, Assistant Principal - Jonathan Stovall, Team Leaders - Jennifer Baker, Tara Cox, Mallory Ervin, Carol Ann Dossett, Jennifer Robertson, Brittani Barnett, Sara Corum. RTI Team Members - Tiffany Morgan, Rebekah Marais, Magan Gaddis, Jenny Rohrs, Emily Williams, Kerry Holloman, Kim Skipworth. SBDM parents - Amanda Robey, Shelly Henderson. SBDM teachers - Magan Gaddis, Kim Skipworth, Vicky Cooper.

### 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).

Increase F/R lunch population P/D scores by 10% in elementary and middle Reading, Math, and Writing. Increase SPED population scores by 10% in elementary and middle Reading, Math, and Writing. Increase minority population scores by 10% in elementary and middle Reading, Math, and Writing.

#### **ATTACHMENTS**

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#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goal 18-19	Gap Goal 18-19	III
 Gap ID 2018	Gap ID 2018	I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy
<p>By May 2019: Increase F/R lunch population P/D scores by 10% in elementary and middle Reading, Math, and Writing.</p> <p>By May 2019: Increase SPED population scores by 10% in elementary and middle Reading, Math, and Writing.</p> <p>By May 2019: Increase minority population scores by 10% in elementary and middle Reading, Math, and Writing.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Bi-weekly PLC meetings will engage all teachers in collaboratively analyzing data and planning instructional next steps.</p>
		<p>STAR assessment data will be used to determine areas of focus for RTI groups.</p>
		<p>RTI sessions will focus on specific identified areas for each student.</p>
		<p>PBIS (Positive Behavior Intervention Supports) will be used to improve the learning climate in the building.</p>
		<p>Math and Reading interventionists will be used in the primary grades to support our students who are in Tier 2 or Tier 3 interventions.</p>
		<p>Math and Reading grant trainings as well as other district trainings will be provided to enhance our classroom instruction for our students who are in Tier 2 or Tier 3 interventions.</p>

Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Principal and Assistant Principal	Assessment Data, Common Assessments, PLC meeting notes, RTI documentation, PBIS implementation, certificates of trainings, changes in instruction	District Funds, Title I, SBDM, Grant Funding

Adairville School Logan County, Kentucky

Gap Group/Total number of students	Percentage of Total School Population
African American/22	9.40%
Hispanic/27	11%
Two or More Races/3	1.30%
Free/Reduced/145	62.00%
Disability/34	15%

# Comprehensive Improvement Plan for Districts

## Rationale

District 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, districts 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

State your **Proficiency Goal**

<b>Goal 1A:</b> <b>Adairville School will increase the average combined reading and math K-PREP proficiency rate for elementary from 57% to 75.6% and middle school from 62% to 80.8% by 2020, as measured by the state assessments.</b>					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		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
<b>Objective 1:</b>  <b>By May 2019, 62% of elementary students and 67% of middle school students will score at or above proficiency in reading.</b>	<b>3: Design and Deliver Assessment Strategies</b>  Common reading assessments will be utilized for PLC discussions and student goal setting.	Our grade level/content level teams will administer reading common assessments during the two week testing windows established throughout the year by the district and will use assessment results to determine effective teaching/learning strategies for priority standards being assessed.	PLC minutes noting assessment discussion and effective strategies used to teach priority standards	January 2019 March 2019 October 2019	\$0
		Our grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around priority reading standards.	PLC minutes noting shared examples of student self-assessment and goal setting documents	February 2019	\$0
		Our reading teachers will implement student self-assessment and goal-setting in their classrooms.	Walkthroughs, PLC discussions of implementation	August 2019	\$0
	<b>2. Design and Deliver Instruction</b>	Training and support on project based learning and passion projects will continue to be provided to our teachers formally through the district and informally through school trainings.	After school mini sessions on PBL, coaching visits, and	March 2019 June 2019 August 2019	District Funded

	All teachers will incorporate project based learning activities and other effective instructional strategies to improve student learning.		summer PBL learning sessions	November 2019	
		Our teachers will complete school visits to see evidence of project based learning and passion projects in the classroom.	completed school/district visits	March 2019 August 2019	District funded
		Our teachers involved in the Next Generation Leadership Academy will set goals and collaborate to implement project based learning, performance based assessments, and passion projects in their classrooms.	Presentation of Next Gen work completed at the end of each Next Gen cohort	April 2019 October 2019	\$0
		School and district walkthroughs will be completed to monitor the use of effective instructional strategies and project based learning activities tied to the state standards.	walkthrough reports	March 2019 September 2019	\$0
		School and district PLC meetings will continue with discussions focused on the meaning of the standards, the learning targets and common assessments to match the standards.	completed district plc meeting minutes	January 2019 February 2019 March 2019 April 2019 August 2019	\$0
<b>4. Design, Align and Deliver Support</b>	The district curriculum team will facilitate a new teacher group that will meet 4 times during the school year to provide support in the areas of instructional strategies, intervention process and strategies, and other areas of need identified by the new teachers to ensure effective teaching for all students.	Meeting Agendas completed survey to determine effectiveness of program for new teachers	January 2019 March 2019 August 2019 November 2019	District Funded	
<b>Objective 2:</b>  <b>By May 2019, 63% of elementary students and 62% of middle school students will score at or above proficiency in math.</b>	<b>1. Design and Deploy Standards</b>  All teachers will collaborate to identify prioritized math standards for PLC discussions of students' mastery of the standards.	Our school will participate in district PLC teams to continue the work to create district common assessments focused on the district math priority standards.	common assessments created in district PLC teams	January 2019 March 2019	\$0
		Two week testing windows will be established throughout the school year for administration of the math common assessments at each grade level.	identified and published math common assessment windows	January 2019 March 2019	\$0
		Teachers will use GradeCam to score math common assessments and get reports based upon assessment results.	completed GradeCam reports for mathematics	February 2019 May 2019 September 2019	District Funded
	<b>2. Design and Deliver Instruction</b>	School and district PLC meetings will be used to discuss math common assessment results, instructional and intervention strategies connected to the priority standards	completed PLC minutes showing discussions of student data and change	January 2019 March 2019 May 2019	\$0

	All teachers will collaborate to utilize common math assessments for PLC discussions.		in instruction to improve student progress	October 2019	
	<p><b>3. Design and Deliver Assessment Literacy</b></p> <p>Teachers will implement student self-assessment and goal setting to help students understand their own mastery of the standards</p>	District grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around priority reading standards.	PLC minutes noting shared examples of student self-assessment and goal setting documents	February 2019	\$0
		Math teachers will implement student self-assessment and goal setting in their classrooms.	Walkthroughs, PLC discussions of implementation	August 2019	\$0

2: Separate Academic Indicator

**Goal 1B:**  
**Adairville School will increase the Science proficiency to 50% and Writing proficiency to 60% by 2022, as measured by the state assessment. For Science, elementary will increase from 36% to 57.8% and middle school will increase from 23% to 48.1%. For Writing, elementary will increase from 38% to 65.5% and middle school will increase from 69% to 79.4%.**

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 – Science</p> <p><b>By May 2019, 42.8% of elementary students and 33.1% of middle school students will score at or above proficiency in Science.</b></p>	<p><b>KCWP 4: Review, Analyze and Apply Data</b></p>	<p>Our teachers will participate in the district grade level/content area PLCs to share Science Through Course Tasks implementation, student work samples and discuss areas for improvement</p>	<p>PLC minutes</p>	<p>January 2019</p>	<p>\$0</p>
	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>Teachers will create and implement a PBL learning activity that will focus on grade level science standards as well as real world issues.</p>	<p>PBL Science Lesson Plan Classroom observation during lesson</p>	<p>December 2019</p>	<p>\$0</p>
		<p>PBL/Science learning activities and student work will be shared during district PLC meeting.</p>	<p>PLC minutes</p>	<p>January 2020</p>	<p>\$0</p>
<p>Objective 2 – Writing</p> <p><b>By May 2019, 50.5% of elementary students and 72% of middle school students will score at or above proficiency in Writing.</b></p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>Teachers at all grade levels will connect writing prompts with real world interests/situations during PBL learning activities at least once each nine weeks.</p>	<p>PBL Plans Student writing samples</p>	<p>August 2019 November 2019</p>	<p>\$0</p>
		<p>Above writing prompts/PBL learning activities and student writing samples will be shared at district grade level/content area PLC meeting at least once each semester.</p>	<p>PLC minutes</p>	<p>November 2019 March 2020</p>	<p>\$0</p>
	<p><b>KCWP 4: Review, Analyze and Apply Data</b></p>	<p>District PLC grade level/content area teams will create a writing prompt per semester to be administered as a common assessment.</p>	<p>PLC minutes Writing common assessments</p>	<p>September 2019 February 2020</p>	<p>\$0</p>

		District PLC grade level/content area teams will review student writing samples and student writing data to determine areas of effectiveness and areas of need in grade level writing instruction.	PLC minutes Student work samples	November 2019 April 2020	\$0
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## 2: Gap

State your **Gap** Goal

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Goal 2:</b>  <b>Adairville School will increase the average combined reading and math K-PREP proficiency rate for students with disabilities and students who are economically disadvantaged, by 2022, as measured by the state assessments. For students who are economically disadvantaged, elementary will increase from 50% to 67.9% and middle school will increase from 47% to 66.6%. For students with disabilities, elementary will increase from 40% to 52.2% and middle school will increase from 35% to 45.5%.</b></p>					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>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.</p>		
<p><b>Objective 1:</b>  <b>By May 2019, 55% of elementary and 52% of middle school economically disadvantaged gap group will score at or above proficiency in reading and math combined.</b></p>	<p><b>5. Design, Align and Deliver Support</b></p> <p>District and Schools will continue a strategic focus on Reading and Mathematics interventions and supports for ALL students, remediation to enrichment.</p>	<p>Our teachers will be trained by district staff on the new RTI Plan to understand how teachers/schools will use the plan to provide interventions for struggling students.</p> <p>Our RTI team (to include district representative) will meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.</p> <p>Our teachers will continue to use District PLC reporting forms to document grade level/content level discussions on core instruction, intervention strategies, and enrichment opportunities connected to the priority standards.</p>	<p>training sign in sheets</p> <p>RTI team minutes</p> <p>completed PLC minutes showing discussions of student data and change in instruction to improve student progress</p>	<p>January 2019</p> <p>January 2019 April 2019 September 2019</p> <p>January 2019 February 2019 March 2019 April 2019 August 2019 September 2019</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>

		Our teachers will receive additional training on how to use STAR assessment data to track intervention student progress and find resources for those intervention groups.	training sign in sheets teacher use of STAR data to work with groups	January 2019 March 2019	district funded
		Our teachers will participate in district provided professional development focused on meeting the needs of economically disadvantaged, special education, and intervention students.	Book study participation signatures Training sign in sheets	January 2019 April 2019 June 2019	\$0
	<b>5. Design, Align and Deliver Supports</b>	Our PBIS teams will analyze Tier I survey results to determine areas for improvement in the school implementation of PBIS	PBIS Team minutes	January 2019	\$0
	District and Schools will continue implementation of PBIS for support of instruction and promotion of a positive culture of learning within each school.	Our PBIS teams will create a plan of action for those areas of improvement.	PBIS team plan of action	January 2019	\$0
		Our PBIS team will continue to meet regularly throughout the school year to review progress of implementation and next steps.	PBIS Team minutes	January 2019-December 2019	\$0
		Our PBIS team will invite a district representative to attend all school PBIS team meetings.	Team meeting sign in sheets	January 2019 – December 2019	\$0
		District staff will evaluate the Tier I Supports and introduce the universal behavior screener (Student Risk Screening Scale – Internalizing & Externalizing SRSS-IE). Our school will administer the screener during STAR district testing windows.	Screeener results	April 2019 August 2019 December 2019	\$0
<b>Objective 2: By May 2019, 45% of elementary and 40% of middle school students with disabilities will score at or above proficiency in reading and math combined</b>	<b>2. Design and Deliver Instruction</b>	Our special education teachers will participate in an online pd book study/discussion forum focused on the book, <u>High-Leverage Practices in Special Education</u> .	PD sign in sheets Discussion forum participation	January 2019	\$0
		Our special education teachers will use the practices learned from the above book study in resource and/or collaborative setting when working with students with disabilities.	Classroom observations Lesson Plan notations	March 2019	\$0
		Our special education teachers will participate in a training focused on the co-teaching method.	PD sign in sheets	January 2019	\$0
		Our general education teachers and special education teachers who work together in a collaborative setting will participate in a co-teaching training provided by GRREC.	PD sign in sheets	May 2019	\$0
		During the administrative PLC, administrators will identify guidelines and practices that will include teaching expectations, walk-through “look fors” and required components of the co-teaching method.	Admin. PLC minutes District created walk-through documentation	July 2019	\$0
	<b>6. Establishing Learning Culture and Environment</b>	All special education teachers will implement student-led ARC meetings with at least one student for the purpose of educating the student(s) on the disability, strengths and the skill of advocating for oneself and his/her needs.	Student-led ARC meeting documentation	January 2019	\$0

### 3: Growth

State your **Growth** Goal

**Goal 3:**  
**Adairville School will increase the growth indicator for reading and math in elementary school from 17.35 to 21.2 and middle school from 12.75 to 17.6 by 2020, as measured by state assessments.**

<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>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.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b>  <b>By May 2019, the combined reading and math growth indicator for elementary school students will be 18.2 and 14.6 for middle school.</b></p>	<p><b>2. Design and Deliver Instruction</b></p> <p>District/building administrators and teachers will use technology and other resources to provide individualized learning opportunities for students to see individual student growth.</p>	<p>In conjunction with our district, we will provide continued training and support to teachers regarding Google Suite programs such as Google Classroom and the use of these programs to create personalized learning opportunities for students.</p>	<p>use of Google Classroom and other Google Suite tools by teachers and students</p>	<p>February 2019                      May 2019                      September 2019                      November 2019</p>	<p>District Funded</p>
		<p>Through the district, up to four teachers in the district will be selected to earn ISTE (International Society for Technology in Education) Certification for the district. These teachers will provide educational sessions and support on personalized learning opportunities for other teachers in the district.</p>	<p>ISTE Certification Training session sign in sheets and agendas</p>	<p>April 2019</p>	<p>District Funded</p>
		<p>Teachers applying for ISTE certification will create and implement a plan of action for providing learning opportunities/support throughout the district.</p>	<p>Plan of Action Timeline</p>	<p>September 2019                      January 2020</p>	<p>\$0</p>
	<p><b>5. Design, Align and Deliver Support</b></p> <p>District and School administrators will continually offer support to teachers to</p>	<p>District and school administrator PLC meetings will continue to focus on district formative and summative assessment data to monitor student growth.</p>	<p>District/School admin PLC meeting minutes noting analysis of district and school data</p>	<p>January 2019                      April 2019                      September 2019                      January 2020</p>	<p>\$0</p>
		<p>District/school administrators will continue to receive support on coaching and mentoring skills for administrators to use in effective instructional discussions with teachers and staff.</p>	<p>scheduled coaching visits with Rutherford Learning Group</p>	<p>March 2019                      September 2019</p>	<p>District Funded</p>

	ensure individual student growth.	Through the district, selected administrators and teachers will attend the Deeper Learning Conference to gain ideas and resources to engage students in deeper learning of reading and math standards as well as graduate profile competencies. Attendees will lead educational sessions for other teachers/staff to share ideas and resources.	Conference attendance District scheduled educational sessions for other teachers	March 2019 May 2019	District Funded
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#### 4: Transition readiness

State your **Transition readiness Goal**

**Goal 4:**  
**Adairville School will increase the percentage of students who are College and Career Ready (CCR) from 71.7% to 86.5% by 2022, as measured by the state assessments.**

Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i>	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.
<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>By May 2019, the college/career rate for our school will be 78.8%, as measured by state assessment data.</b>	<b>6. Establishing Learning Culture and Environment</b>  District/School leadership and teachers will collaborate to ensure consistent expectations and support for all students to receive the skills necessary to be successful in college and/or a career.	Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics. Transition (grade level) readiness and graduation profile will be key focus areas for all PLCs.	published characteristics training dates and sign in sheets	August 2019	\$0
		District and school administrators will work to build a group of community partners who will provide opportunities for our students to implement our graduate profile and learn skills needed for college/career success.	Internship lists showing businesses and students	May 2019	\$0
		Our middle school will implement the Summit program to increase personalized learning and to better prepare students for high school and life-ready skills.	successful implementation of Summit program through increased STAR assessments, stakeholder feedback, and students' perception of engagement	December 2019	Grant funded



## **Adairville School Assurances 2018-2019**

Phase Two: School Assurances

### **Adairville Elementary School**

Kristina Rice  
226 School Ave  
Adairville, Kentucky, 42202  
United States of America

Last Modified: 10/30/2018

Status: Locked

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## 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.

## 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

We are a Title I school.

#### 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**

We are a Title I school.

### **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**

We are a Title I school.

### **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**

We are a Title I school.

### **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.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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