

## Phase Three: Executive Summary for Schools\_10312018\_13:04

### Phase Three: Executive Summary for Schools

#### **Chandlers Elementary School**

Robbie Davis  
6000 Morgantown Road  
Russellville, Kentucky, 42276  
United States of America

Target Completion Date: 12/31/2019

Last Modified: 12/27/2018

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?

Chandler's School serves approximately 500 preschool through 8th grade students in a rural area of northeast Logan County. Ninety-two percent of our student body is white. Three percent of our students have Hispanic backgrounds. Less than one percent is African-American, and another four percent identify as having two or more races. Our geographic area is somewhat isolated. Our community consists primarily of homes, farms, and churches. The closest gas station or store is 6 miles from the school. Being one of five K-8 schools in the fifth largest county geographically in the state, community members take great pride in their Chandler's roots as many of our students' parents and grandparents attended Chandler's when it was a K-12 school. From our roots as a one-room school house, to a high school, and now as a preschool through 8th grade center, our goal has always been to provide the best education to our students. Our structure reduces transitions between key grade levels and allows us to get to know our families on a personal level. Our transitions are seamless, and we build on the same expectations for behavior and academics from the time a child comes to us in preschool until they leave us in eighth grade. With all these grade levels under one roof, we are able to vertically and horizontally align our curriculum to intentionally reduce barriers to learning and gaps. We continue to maintain our strength with the quality of teachers and staff. We have eight National Board Certified teachers out of 36 certified staff members. Our teachers continue to be dedicated learners and model this for our students.

#### **ATTACHMENTS**

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#### 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.

Our school vision statement was created with feedback from both internal and external stakeholders. Vision Statement: Every child. Every day. Mission Statement: My mission is to strive for success, be accountable to my goals, and be responsible in all I do. Belief Statements to achieve the vision: Administration: \* Leadership will support students, teachers, and parents in a school community that will graduate students who are successful academically. \* Leadership will promote pathways of learning that lead to college or career readiness for high school. \* Leadership will empower students to have an attitude of never give up and whatever it takes to achieve their dreams. Teachers: \* Teachers will create a learning environment that nurtures academic excellence in all our students. \* Teachers will promote leadership of character in all students. \* Teachers will inspire students to be actively engaged and responsible for their learning and realize the importance of successful academic careers to their future roles in society. Students: \* Students will come to school prepared to learn and excel in academic requirements. \* Students will work to be a self-motivated and independent learner with goals for high academic success. \* Students will demonstrate character traits that promote citizenship and respect of others. Families: \* Families will promote education as a lifelong learning process \* Families will seek out to strengthen the relationships between the student, family, and school. \* Families will encourage children to be their

best and set high expectations for academic success. Each day the faculty and staff members of Chandler's School work to fulfill our purpose through the programs we offer, the expectations we hold for all parties, and the opportunities we afford the students. We continually strive to provide the best possible education using research-based best practices in a student-centered, mutually respectful learning environment. Teachers receive information and training regarding the most effective ways to deliver instruction through focused, well-planned professional development initiatives. All staff members are also well-versed in the most positive means to achieve the desired behavior from students through the Kentucky Center for Instructional Discipline's Positive Behavior and Intervention Supports (PBIS) program. Teachers and staff members convey the importance of optimizing students' individual talents in both academic and behavioral pursuits. Student responsibility for learning has become a major focus for our entire school community. Using explicit, practical knowledge every teacher in the building works with each of their students to maintain a binder which reflects their progress on state standards. Students are then able to communicate their achievement levels, acknowledging mastered content and areas for growth, to parents, teachers, and administrators. The school holds bi-annual parent-student-teacher conferences where the students guide the parents through their work and develop collaborative goals. In addition to the core academic offerings, our students are also provided instruction and meaningful feedback in the areas of art, music, theater, physical fitness, practical living, and vocational studies. Students also have opportunities to participate in extracurricular activities, such as the BETA club, the Mentoring program, the Student Leadership Team, the Writing Club, and various sports.

## **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.

We applied for and received our second re-designation as a National Middle School to Watch in the fall of 2015. We are currently in the late stages of reapplying for this designation. As a member of the Kentucky Center for Instructional Discipline's (KYCID's) system, our school has achieved Fidelity Status in several of the previous years. Our pursuits have also directly improved the in-class instruction our students receive. Over the past three years our teachers have worked through PLCs to align curriculum horizontally and vertically to address students' needs. Our teachers are dedicated to refining their practices to create rich learning opportunities and environments for our students. Through needs assessments and reflections, we realized opportunities for growth and have taken the appropriate steps to address these areas. We have improved communication with our public, revised the vision and mission statement, and developed classroom assessment practices to clearly focus our students on the Common Core standards while using data notebooks to help students take ownership of their own learning. We have several new ways of communicating with parents and have worked hard to make sure parents know what is happening in our school. Our school Facebook page has nearly 1,000 followers, and we consistently use the InTouch system to keep families informed via text and email. Our teachers also communicate with parents through programs such as Class DoJo, Remind, and LiveSchool. We have devised strategies to help students take ownership of their own learning and to help them to track learning by the new standards so they could easily tell what they needed to learn and where they are in their learning. Each student has a notebook which outlines the learning targets for each unit, and students set their own SMART goals for their progress. Students also track their learning on formative assessments and self-monitor their learning. Student reflection on progress and attainment of goals is built into the process. The students have begun leading parent-teacher

conferences where they share their insight into their own development as learners and engage their parents in meaningful conversations about standards and growth. In the coming years, we hope to see marked improvement in each facet of our school. Student achievement is paramount, and all of our stakeholders are working diligently to provide students equitable access to the best possible education. We will continue to provide teachers, staff members, and ultimately

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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.

n/a

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase One: Continuous Improvement Diagnostic Due Oct 1 2018

Phase One: Continuous Improvement Diagnostic

### **Chandlers Elementary School**

Robbie Davis  
6000 Morgantown Road  
Russellville, Kentucky, 42276  
United States of America

Target Completion Date: 10/04/2018

Last Modified: 10/08/2018

Status: Locked

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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.

Based upon data from TELL surveys, Title I surveys, and other data, we have identified the following growth areas for our processes, practices, and conditions: Goal 1: Increase parent involvement in decision-making in our school. This aligns with Objective 3 in the Continuous Improvement Diagnostic Rubric. Based on the results of our Title I survey from the end of the previous school year, our parents do not feel that they are consulted on school decisions. We feel this is an important growth area to address. Goal 2: Provide more opportunities for 2-way communication with parents and guardians. This aligns with Objective 2 in the Continuous Improvement Diagnostic Rubric. We want to create an atmosphere where each student feels that he or she has a "team" of supporters. Goal 3: Increase community engagement in our school culture. This aligns with Objective 6 in the Continuous Improvement Diagnostic Rubric. We want to engage community partners to help increase student knowledge of college and career. We also want to use community partners to provide resources for parents as well.

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#### 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.

We will use survey data to guide decision-making. We will also collaborate with staff members via PLCs and the Staff Leadership Team to collect staff input. During parent meetings planned in collaboration with the Family Resource Center, we will attempt to engage shareholders in meaningful feedback. We will monitor effectiveness through TELL Survey responses, school culture surveys, and Title I Survey data.

#### **ATTACHMENTS**

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## Phase Two: The Needs Assessment for Schools Due Nov 1 2018

Phase Two: The Needs Assessment for Schools

### **Chandlers Elementary School**

Robbie Davis  
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Russellville, Kentucky, 42276  
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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 academic data is analyzed in PLC teams. The following types of data are analyzed in the PLC setting: KPREP, STAR Reading and Math, formative classroom data, and summative classroom data. The teams meet bimonthly, and the work is documented in a shared Google drive. We analyze other forms of data in the Staff Leadership Team. In addition to school administrators, this team consists of the PLC leaders for K/1st grade, 2nd/3rd grade, 4th/5th grade, middle school, and related arts. This team meets monthly and the agenda is documented on the staff website. The SBDM Council meets monthly and reviews academic and procedural data. The meeting agenda and minutes are posted within the school as well as on the website.

### **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.

Elementary current state using KPREP data: -In the elementary, 46% of our students reached proficiency in reading. 42% of students in the gap group met this benchmark. -In the elementary, 26% of students were novice in reading. 31% of the students in the gap group were novice. -In the elementary, 39% of our students reached proficiency in math. 25% of students in the gap group met this benchmark. -In the elementary, 21% of students were novice in math. 36% of the students in the gap group were novice. -In the middle school, 58% of our students reached proficiency in reading. 51% of students in the gap group met this benchmark. -In the middle school, 19% of students were novice in reading. 24% of the students in the gap group were novice. -In the middle school, 57% of our students reached proficiency in math. 50% of students in the gap group met this benchmark. -In the middle school, 9% of students were novice in math. 15% of the students in the gap group were novice.

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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.

-One of our priorities is to move more apprentice students to proficiency. For example, in elementary math, our largest category is apprentice. 40% of students in the elementary scored at apprentice. -Novice reduction continues to be a priority in all areas. 26% of our elementary students are reading below the proficient level. -Students in the gap group continue to struggle. In the middle school, only 9% of our students scored at the novice level in math. However, all of these students were also in the gap group. -Students in elementary had a growth score of 14, which fell below the state cut score of 15.8. -In the middle school, the growth measure was 14.1, while low-income students had a growth score of 13.1.

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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?

Trends from KPREP data over the past two years: -In reading, the proficiency percentages have improved in grades 4, 7, and 8. -In reading, we saw novice reduction in grades 4 and 8. -In math, the proficiency percentages have improved in grade 8 only. -In math, we saw novice reduction in grades 3, 5, and 8.

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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](#)

Our focus will be in the following Key Core Work Processes: -KCWP 2: Design and Deliver Instruction - We will provide professional development for staff to improve our instruction for students from low-income homes. We will expand access to resources in the areas of social studies and science. Teachers will attend professional development on novice reduction and will then share strategies with other staff. -KCWP 4: Review, Analyze and Apply Data - Our teachers will work with district PLCs to continue to develop and analyze common assessments. Teachers will work with PLCs to use multiple sources of data (KPREP, STAR and classroom assessments) to make instructional decisions. Special education teachers will work with regular education teachers to monitor the growth data of students with IEPs. Growth data from STAR Reading and Math will be disaggregated by gap group during analysis. -KCWP 5: Design, Align and Deliver Support - Daytime and after-school Extended School Services will be expanded to serve students in all grade levels. Teachers in the primary grades will employ strategies from the 95% group in order to help students reach proficiency in reading. We will work as a school to develop an attendance intervention program that will help to ensure equal access to the curriculum for all students.

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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%.

-The KPREP cut score for elementary proficiency is 60.5. Our elementary students scored 63.1. - Our free/reduced lunch students had a higher growth score than the rate for all students. -Our middle school performed well above the cut scores in several areas: Proficiency score of 76 (cut score was 62). Separate academic indicator score of 67.5 (cut score was 55). Growth score of 14.1 (cut score was 9.5).

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Closing the Achievement Gap Diagnostic DUE JAN 1, 2019

Phase Three: Closing the Achievement Gap Diagnostic

### **Chandlers Elementary School**

Robbie Davis  
6000 Morgantown Road  
Russellville, Kentucky, 42276  
United States of America

Target Completion Date: 12/31/2019

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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.

File is attached below.

#### **ATTACHMENTS**

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.

Our largest gap group is the free/reduced lunch population. This population is nearly two-thirds of the school. Our Family Resource Center staff works tirelessly to meet the needs of these students and to level the playing field for them. Our school has qualified to have all students receive free breakfast and lunch in the cafeteria regardless of income. This helped to eliminate embarrassment in the lunch line and to remove the stigma for many students who had qualified for free meals in the past. Students with IEPs make up our second-largest gap groups. Our school works to make sure that nearly all students with IEPs are placed in collaborative classrooms where their needs can be met without being secluded from other students. Our special education staff works to build strong relationships with parents as they collaborate to meet the needs of students.

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.

See answers in Work Steps below

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

Elementary: In reading, the percentage of gap students meeting proficiency has increased from 40% in 2017 to 42% in 2018. In math, the percentage of gap students meeting proficiency has increased from 33% in 2017 to 36% in 2018. In math, the number of students in the gap group who scored at the novice level decreased from 28% in 2017 to 25% in 2018. Middle school: In reading, the percentage of gap students meeting proficiency has increased from 45% in 2017 to 51% in 2018. In reading, the number of students in the gap group who scored at the novice level decreased from 26% in 2017 to 24% in 2018.

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

Elementary: In reading, the number of students scoring at the novice level increased from 30% in 2017 to 31% in 2018. Middle school: In math, the percentage of gap students meeting proficiency has decreased from 56% in 2017 to 50% in 2018. In math, the number of students in the gap group who scored at the novice level increased from 12% in 2017 to 15% in 2018.

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).*

We have offered a mixture of daytime and after-school ESS. Afterschool ESS is offered to students in grades K-8. During ESS, students receive individualized attention, and teachers focus on skill deficiencies using data from STAR assessments. When ESS funds are unavailable, Title I funds are used to support this program. Student data is monitored as they participate in ESS, and state reports indicate whether students did/did not improve. Our ESS and PD Plans have been approved by the superintendent and are included as attachments to this document.

### **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.

One condition that has contributed to our achievement gap is that our students typically do not show high levels of kindergarten readiness. This is evident in the results of the Brigance, our kindergarten readiness screening tool. Typically, one-half to two-thirds of our students have not met school readiness benchmarks when entering kindergarten. Our data shows that our achievement gaps are smaller in the middle school than in the elementary school. While we make progress toward closing the gaps, we would like for that progress to take less 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.

Our teachers participate in bimonthly PLC meetings where we discuss student data and growth. Our Site Based Council consists of the following members: Sheila Cunningham (math teacher), Robbie Davis (principal), Emily Kerr (parent representative), Kim Mooney (3rd grade teacher), Sherrie Pryor (middle school language arts teacher), and Jennifer Duncan (parent representative). This group reviews School Improvement Plans and makes recommendations. The Staff Leadership Team also reviews the goals and strategies for improvement planning. That team consists of Greta Winchester (counselor), Robbie Davis (principal), Bonnie Spears (assistant principal), Jan Estes (K-1 PLC leader), Laura Johnson (2nd/3rd grade PLC leader), Casi Bright (4th/5th grade PLC leader), Sherrie Pryor (middle school PLC leaders), Jackie McCorkle (related arts PLC leader), and Holly Carpenter (special education PLC leader).

### 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).

Elementary: Goal 1: By May 2019, 46% of elementary in the economically disadvantaged gap group will score at or above proficiency in reading. Goal 2: By May 2019, 46% of elementary students in the economically disadvantaged gap group will score at or above proficiency in math. Goal 3: By May 2019, 27% of elementary students in the disability gap group will score at or above proficiency in reading. Goal 4: By May 2019, 27% of elementary students in the disability gap group will score at or above proficiency in math. Middle school: Goal 1: By May 2019, 55% of middle school students in the economically disadvantaged gap group will score at or above proficiency in reading. Goal 2: By May 2019, 55% of middle school students in the economically disadvantaged gap group will score at or above proficiency in math. Goal 3: By May 2019, 29% of middle school students in the disability gap group will score at or above proficiency in reading. Goal 4: By May 2019, 29% of elementary students in the middle school gap group will score at or above proficiency in math.

#### **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.

Spreadsheet included below

#### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification Spreadsheet	Achievement Gap Group Identification Spreadsheet	III
 Closing the Achievement Gap Summary Spreadsheet	Closing the Achievement Gap Summary Spreadsheet	III
 ESS Plan 2018-19	ESS Plan 2018-19	III
 PD Plan 2018-19	PD Plan 2018-19	III

Gap Group/Total number of students	Percentage of Total School Population
2 or more races / 8	2.70%
African-American / 3	1%
Hispanic / 6	2%
Free or Reduced Lunch / 184	62.40%
Disability with IEP / 38	12.80%

\*Used data available for grades 3-8

Measurable Gap Goal	Strategy Chosen to address goal
<p>Goal 1: By May 2019, 46% of elementary in the economically disadvantaged gap group will score at or above proficiency in reading. By May 2019, 55% of middle school students in the economically disadvantaged gap group will score at or above proficiency in reading.</p>	<p>2. Design and Deliver Instruction</p>
	<p>5: Design, Align, and Deliver Support</p>
<p>Goal 2: By May 2019, 46% of elementary students in the economically disadvantaged gap group will score at or above proficiency in math. By May 2019, 55% of middle school students in the economically disadvantaged gap group will score at or above proficiency in math.</p>	<p>2. Design and Deliver Instruction</p>
	<p>5: Design, Align, and Deliver Support</p>

<p>Goal 3: By May 2019, 27% of elementary students in the disability gap group will score at or above proficiency in reading. By May 2019, 29% of middle school students in the disability gap group will score at or above proficiency in reading.</p>	<p>2. Design and Deliver Instruction</p> <p>6. Establishing Learning Culture and Environment</p>
<p>Goal 4: By May 2019, 27% of elementary students in the disability gap group will score at or above proficiency in math. By May 2019, 29% of elementary students in the middle school gap group will score at or above proficiency in math.</p>	<p>2. Design and Deliver Instruction</p> <p>6. Establishing Learning Culture and Environment</p>

Activities chosen to implement strategy

Teachers will receive training from Angie Gunter from GRREC on strategies to increase learning for students from low-income families.

School will collaborate with the KDE Office of Continuous Improvement and Support to provide training and resources in gap closure.

As part of our implementation of the Read to Achieve Grant in the primary grades, the reading interventionist will provide continuing one-on-one interventions to 1st grade students via Reading Recovery. She will also provide small group interventions in the other grades via the CIM model.

In school level PLCs, teachers will meet to plan interventions for students. We will use the STAR Instructional Planning Report to tailor interventions to students' specific skill deficits.

The school will continue to utilize daytime and after school ESS to provide help to students who fall below benchmarks in reading and math. Growth data will be tracked for individual students to gauge the effectiveness of the program.

Schools will utilize RTI teams (to include district representative) to meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.

Teachers will receive training from Angie Gunter from GRREC on strategies to increase learning for students from low-income families.

School will collaborate with the KDE Office of Continuous Improvement and Support to provide training and resources in gap closure.

Our school will continue to implement a math intervention program with grant funding from the Math Achievement Fund. The intervention program will focus on providing differentiated instruction to students in Tiers II and III and also collaboration to improve Tier I instruction.

In school level PLCs, teachers will meet to plan interventions for students. We will use the STAR Instructional Planning Report to tailor interventions to students' specific skill deficits.

The school will continue to utilize daytime and after school ESS to provide help to students who fall below benchmarks in reading and math. Growth data will be tracked for individual students to gauge the effectiveness of the program.

Schools will utilize RTI teams (to include district representative) to meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.

Special education staff will participate in an online pd book study/discussion forum focused on the book, High-Leverage Practices in Special Education.

Special education staff will use the practices learned from the above book study in resource and/or collaborative setting when working with students with disabilities.

Special education teachers will participate in a training focused on the co-teaching method.

General education teachers and special education teachers who work together in a collaborative setting will participate in a co-teaching training provided by GRREC.

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.

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.

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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.

Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Administrative Team	Leadership Team Meeting notes, lesson plans	\$0
Administrative Team	Lesson plans, meeting notes	\$0
Principal and Reading Interventionist	Data collected from RTA	\$500 (Title I), \$50,000 (Grant funds)
PLC Leaders	PLC meeting notes/agendas	\$0
Administrative Team & ESS Staff	ESS records in Infinite Campus	\$0
Administrative Team and RTI Team	RTI Team meeting notes/data	\$0
Administrative Team	Leadership Team Meeting notes, lesson plans	\$0
Administrative Team	Lesson plans, meeting notes	\$0
Principal and Math Interventionist	Data collected from MAF	\$50,000 grant funds
PLC Leaders	PLC meeting notes/agendas	\$0
Administrative Team & ESS Staff	ESS records in Infinite Campus	\$3,000 (Title I), plus state allocated ESS funds

Administrative Team & RTI Team	RTI Team meeting notes/data	\$0
Special Ed PLC staff & Principal	Google Classroom records	\$0
Special Ed PLC staff & Principal	Walthrough evidence	\$0
Special Ed PLC staff & Principal	Training agenda	\$0
Special Ed PLC staff & Principal	Training agenda	\$0
Administrative Team	Meeting notes	\$0
Special Ed PLC staff & Principal	IEP documentation	\$0
Special Ed PLC staff & Principal	Google Classroom records	\$0
Special Ed PLC staff & Principal	Walthrough evidence	\$0
Special Ed PLC staff & Principal	Training agenda	\$0
Special Ed PLC staff & Principal	Training agenda	\$0
Administrative Team	Meeting notes	\$0
Special Ed PLC staff & Principal	IEP documentation	\$0

# Comprehensive Improvement Plan for Schools

## Chandler's School - December 2018

### 1: Proficiency

<b>Goal 1:</b> <b>We will increase the combined reading and math KPREP proficiency rate for elementary from 47% to 74% and from 58.4% to 75.3% for middle school by 2020, as measured by state assessments.</b>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 69% of elementary students and 70.8% of middle school students will score at or above proficiency in reading.	1: Design and Deploy Standards	District grade level/content level teams will use Google Team Drive to collaborate on refining district common assessments for each grade level.	Assessment data	Jan 2019 Mar 2019 Oct 2019	\$0
		Two week testing windows will be established throughout the school year for administration of the reading common assessments at each grade level.	Assessment data	Jan 2019 Mar 2019 Oct 2019	\$0
		Teachers will use GradeCam to score common assessments and get reports based upon assessment results.	Assessment data	Jan 2019 Mar 2019 Oct 2019	\$1153
	2. Design and deliver instruction	Administrators will use materials from Artisan Leader Training with Mike Rutherford to provide instructional	PGES data	Jan 2019 Mar 2019	\$0

		feedback to teachers. Administrators will use 30-Second Feedback to help teachers improve classroom instruction.		Oct 2019	
		Staff will participate in the Next Generation Leadership Academy to set goals for the implementation of project based learning, performance based assessments, and passion projects in each classroom.	Lesson plans	Jan 2019 Mar 2019	\$0
		School and district walkthroughs will be completed to monitor the use of effective instructional strategies tied to the state standards.	PGES data	Jan 2019 Mar 2019 Oct 2019	\$0
		School and district PLC meetings will continue with discussions focused on the meaning of the standards and the learning targets to match the standards.	Assessment data	Jan 2019 Mar 2019 Oct 2019	\$0
		District PLC meetings will be utilized to discuss reading common assessment results and review teaching strategies connected to the priority standards	Assessment data	Jan 2019 Mar 2019 Oct 2019	\$0
		A primary teacher will participate in the KY Reading Project as part of our participation in Read to Achieve. The 8 days of training will focus upon improving literacy instruction for all students. Teacher will share the resources and strategies with the school PLC.	PLC notes	Jan 2019 Mar 2019 Oct 2019	\$500 for travel expenses, Title I
		Teachers in grades K-5 will implement the Wonders reading curriculum to improve reading instruction through more rigorous texts and assessments. The 2017-18 school year will be the first full year of	Assessment data	Jan 2019 Mar 2019 Oct 2019	\$0

		implementation.			
		Teachers will continue to implement the school writing plan in all grades. Assessment will occur through schoolwide scrimmages on extended response questions and on-demand writing tasks.	Scrimmage data	Jan 2019 Mar 2019 Oct 2019	\$0
3: Design and Deliver Assessment Strategies		District grade level/content level teams will administer reading common assessments during the two week testing windows established throughout the year 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
		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
		Reading teachers will implement student self-assessment and goal setting in their classrooms.	Walkthroughs, PLC discussions of implementation	August 2019	\$0

	4: Design, Align & Deliver Support	Teachers will be trained in the usage of reading interventions from the 95% group. These interventions target phonics and comprehension skills in the younger grades.	RTI Plans & PLC Notes	January 2019 March 2019 October 2019	\$4106
Objective 2: By May 2019, 68.5% of elementary students and 69.8% of middle school students will score at or above proficiency in Math.	1: Design and Deploy Standards	District PLC teams will 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	\$1,333 District Funds
	2. Design and deliver instruction	Teachers will participate in trainings offered by Kentucky Center for Mathematics to improve Tier I instruction. Two teachers and the interventionist will receive training through the Math Achievement Fund. A teacher will also attend the KCM Foundations for Primary Grades training (5 days). Resources will be shared with the PLC.	PLC notes	January 2019 March 2019 October 2019	\$3600 (Title I)
		Teachers in grades K-8 will implement the Eureka math	Lesson plans	January 2019	\$0

		curriculum to improve mathematics instruction. The Eureka curriculum focuses more on conceptual understanding than the memorization of math facts.		March 2019 October 2019	
		Administrators will use materials from Artisan Leader Training with Mike Rutherford to provide instructional feedback to teachers. Administrators will use 30-Second Feedback to help teachers improve classroom instruction.	PGES data	January 2019 March 2019 October 2019	\$0
		Staff will participate in the Next Generation Leadership Academy to set goals for the implementation of project based learning, performance based assessments, and passion projects in each classroom.	Lesson plans	January 2019 March 2019 October 2019	\$0
		School and district walkthroughs will be completed to monitor the use of effective instructional strategies tied to the state standards.	PGES data	January 2019 March 2019 October 2019	\$0
		School and district PLC meetings will continue with discussions focused on the meaning of the standards and the learning targets to match the standards.	PLC notes	January 2019 March 2019 October 2019	\$0

## 2: Separate Academic Indicator

Goal:

**For Science, elementary proficiency will increase from 24% to 57.8% and middle school will increase from 25% to 48.1% by the year 2022. For Writing, elementary proficiency will increase from 26% to 63.6% and middle school will increase from 51% to 74.6% by the year 2022. For Social Studies, elementary proficiency will increase from 34% to 82.9% and middle school will increase from 59% to 84.1% by the year 2022.**

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 33% of elementary students and 31% of middle school students will score at or above proficiency in Science.	4: Review, Analyze and Apply Data	District grade level/content area PLCs will share Science Through Course Tasks implementation, student work samples and discuss areas for improvement	PLC minutes	January 2019	\$0
	2: Design and Deliver Instruction	Teachers at all grade levels will create and implement a PBL learning activity that will focus on grade level science standards as well as real world issues.	PBL Science Lesson Plan Classroom observation during lesson	December 2019	\$0
		PBL/Science learning activity and student work will be shared during district PLC meeting.	PLC minutes	January 2020	\$0
Objective 2: By May 2019, 35% of elementary students and 57% of	2: Design and Deliver Instruction	Teachers at all grade levels will connect writing prompts with real world interests/situations during PBL learning activities at least once each nine weeks.	PBL Plans Student writing samples	August 2019 November 2019	\$0

middle school students will score at or above proficiency in Writing.		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.	PLC minutes	November 2019 March 2020	\$0
	4: Review, Analyze and Apply Data	District PLC grade level/content area teams will create a writing prompt per semester to be administered as a common assessment.	PLC minutes Writing common assessments	September 2019 February 2020	\$0
		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
By May 2019, 46% of elementary students and 65% of middle school students will score at or above proficiency in Social Studies.	2: Design and Deliver Instruction	Teachers in Grades 2-5 will use Studies Weekly to deliver access to content aligned to the Social Studies standards.	Lesson Plans	January 2019 March 2019 October 2019	\$1377
		Social studies teachers will utilize PBL to connect social studies content to real-world situations.	Lesson plans, Student work	January 2019 March 2019 October 2019	\$0

### 3: Gap

<b>Goal 3:</b> <b>We will increase the average combined reading and math KPREP proficiency rate for students with disabilities and students who are economically disadvantaged, by 2022, as measured by state assessments. For students who are economically disadvantaged, elementary will increase from 39% to 67.9% and middle school will increase from 51% to 66.6%. For students with disabilities, elementary will increase from 19% to 52.2% and middle school will increase from 24% to 45.5%.</b>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 46% of elementary and 55% of middle school students in the economically disadvantaged gap group will score at or above proficiency in reading and math combined.	2. Design and Deliver Instruction	Teachers will receive training from Angie Gunter from GRREC on strategies to increase learning for students from low-income families.	Training documents	January 2019	\$0
		School will collaborate with the KDE Office of Continuous Improvement and Support to provide training and resources in gap closure.	Training documents	January 2019 March 2019 October 2019	\$0
	5: Design, Align, and Deliver Support	As part of our implementation of the Read to Achieve Grant in the primary grades, the reading interventionist will provide continuing one-on-one interventions to 1st grade students via Reading Recovery. She will also provide small group interventions in the other grades via the CIM model.	Assessment data	January 2019 March 2019 October 2019	\$500 (Title I)  \$50,000 grant funds

		Our school will continue to implement a math intervention program with grant funding from the Math Achievement Fund. The intervention program will focus on providing differentiated instruction to students in Tiers II and III and also collaboration to improve Tier I instruction.	Assessment data	January 2019 March 2019 October 2019	\$50,000 grant funds
		In school level PLCs, teachers will meet to plan interventions for students. We will use the STAR Instructional Planning Report to tailor interventions to students' specific skill deficits.	RTI documentation	January 2019 March 2019 October 2019	\$0
		The school will continue to utilize daytime and after school ESS to provide help to students who fall below benchmarks in reading and math. Growth data will be tracked for individual students to gauge the effectiveness of the program.	ESS documentation	January 2019 March 2019 October 2019	\$3,000 (Title I)
		Schools will utilize RTI teams (to include district representative) to meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.	RTI team minutes	January 2019 April 2019 September 2019	\$0
		A Family Reading and Math night will be implemented in the Spring to engage parents in supporting students' academic goals.	Attendance at event	January 2019 March 2019	\$300 (Title I Par. Inv. funds)
		School level PBIS teams will analyze Tier I survey results to determine areas for improvement in the school	PBIS Team minutes	January 2019	\$0

		implementation of PBIS			
		School level PBIS teams will create a plan of action for those areas of improvement.	PBIS team plan of action	January 2019	\$0
		SBDM Council will monitor spending to assure that there are no inequities among subgroups in spending on instruction.	SBDM Minutes	January 2019 March 2019 October 2019	\$0
		School level and district level PBIS teams 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
		School will implement an attendance intervention program to address chronic absenteeism. Program will include frequent monitoring, parent contacts, and utilization of school SRO.	Meeting agendas, copy of attendance intervention plan, records of parent meetings	January 2019 March 2019 October 2019	\$200
Objective 2: By May 2019, 27% of elementary and 29% of middle school students in the disability gap group will score at or above proficiency in reading and math combined.	2. Design and Deliver Instruction	Special education staff 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
		Special education staff 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

		Special education teachers will participate in a training focused on the co-teaching method.	PD sign in sheets	January 2019	\$0
		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
	6. Establishing Learning Culture and Environment	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

#### 4. No Graduation Rate goal for Elementary/Middle School

## 5: Growth

<p>Goal 5:  <b>Chandlers School will increase the growth indicator for reading and math in elementary school from 14 to 21.2 and middle school from 14 to 17.6 by 2020, as measured by state assessments.</b></p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:  <b>We will increase the growth indicator for reading and math in elementary school from 14 to 18 and middle school from 14 to 16 by 2020, as measured by state assessments.</b></p>	<p>4: Review, analyze and apply data</p>	<p>Students in Grades 3-8 will participate in testing scrimmages to assess growth. Data from scrimmages will be used to tailor interventions for students.</p>	<p>Assessment data</p>	<p>January 2019            March 2019            October 2019</p>	<p>\$0</p>
		<p>Teachers will use the STAR Reading and Math assessments to measure student growth and to tailor instruction to specific skill deficiencies for students. Teachers will also use the reports to help students in taking ownership of their own data and to communicate with parents.</p>	<p>Assessment data</p>	<p>January 2019            March 2019            October 2019</p>	<p>\$0</p>
	<p>5: Design, align, and deliver support</p>	<p>Teachers will use research-based instructional programs (Lexia, Mathia, Dreambox, Reflex, Reading Plus, Study Island, Accelerated Reader, and Accelerated Math) to provide targeted support to students both at school and</p>	<p>PLC notes</p>	<p>January 2019            March 2019            October 2019</p>	<p>\$28,000            (Title I)</p>

		at home. Teachers will analyze data from the programs in their PLCs.			
6: Establish Learning Culture and Environment		After each district STAR window, we will recognize the student from each grade level who showed the most growth on the Reading and Math assessments. This recognition will take place at the school-wide Morning Meeting.	Assessment data	January 2019 March 2019 October 2019	\$0
		After each STAR testing window, growth reports will be sent home to parents to acknowledge student improvement.	Assessment data	January 2019 March 2019 October 2019	\$0
		Students will use data binders to track their own growth on benchmark assessments. Students will share this data with their parents as Student-led Conferences, which are held in each semester.	Data binders	January 2019 March 2019 October 2019	\$0
		Teachers will receive training in Growth Mindset and will work to model this for students.	Training materials	January 2019 March 2019 October 2019	\$0

## 6: Transition readiness

<b>Goal 5:</b> <b>For 8th grade students, we will increase the reading proficiency percentage from 68.3% to 75% and from 53.5% to 68.4% in mathematics by 2020, as measured by state assessments.</b>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: For 8th grade students, we will increase the reading proficiency percentage from 68.3% to 72% and from 53.5% to 61% in mathematics by 2019, as measured by state assessments.	1: Design and Deploy Standards	District grade level/content level teams will use Google Team Drive to continue to create and refine district common assessments for each grade level.	Assessment data	January 2019 March 2019 October 2019	\$0
		Two week testing windows will be established throughout the school year for administration of the common assessments at each grade level.	Assessment data	January 2019 March 2019 October 2019	\$0
		Teachers will use GradeCam to score common assessments and get reports based upon assessment results.	Assessment data	January 2019 March 2019 October 2019	\$1153
	2. Design and deliver instruction	Administrators will use materials from Artisan Leader Training with Mike Rutherford to provide instructional feedback to teachers. Administrators will use 30-Second Feedback to help teachers improve classroom instruction.	PGES data	January 2019 March 2019 October 2019	\$0

		Staff will participate in the Next Generation Leadership Academy to set goals for the implementation of project based learning, performance based assessments, and passion projects in each classroom.	Lesson plans	January 2019 March 2019 October 2019	\$0
		School and district walkthroughs will be completed to monitor the use of effective instructional strategies tied to the state standards.	PGES data	January 2019 March 2019 October 2019	\$0
		School and district PLC meetings will continue with discussions focused on the meaning of the standards and the learning targets to match the standards.	Assessment data	January 2019 March 2019 October 2019	\$0
		District PLC meetings will be utilized to discuss reading & math common assessment results and review teaching strategies connected to the priority standards	Assessment data	January 2019 March 2019 October 2019	\$0
		Teachers will continue to implement the school writing plan in all grades. Assessment will occur through schoolwide scrimmages on extended response questions and on-demand writing tasks.	Scrimmage data	January 2019 March 2019 October 2019	\$0
	6. Establishing Learning Culture and Environment	School will implement eighth grade graduate profile, which will include areas of academics, cognitive, personal, and interpersonal competencies that students should have when they graduate.	Graduate profile	January 2019 March 2019 October 2019	\$0
		Students will generate their own graduate profile based on their future career track.	Individual Graduate Profiles	January 2019 March 2019 October 2019	\$0

		Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics.	Graduate profile	January 2019 March 2019 October 2019	\$0
		Eighth grade students will participate in events at LCHS where they become acquainted with the high school staff and campus, register for classes, and learn about career pathways.	Event agendas	January 2019 March 2019 October 2019	\$0
		Eighth grade students will participate in the Career Fair in Bowling Green. Teachers will implement the career cluster lessons in the classroom before the event.	Lesson plans	January 2019 March 2019 October 2019	\$200 Field trip funds
		Middle School Students will participate in a College and Career Week where they learn more about the process of applying for college and the career outlook for our region.	Career Week Agenda	January 2019 March 2019 October 2019	\$0

## Phase Two: School Assurances, Due Nov 1 2018

Phase Two: School Assurances

### **Chandlers Elementary School**

Robbie Davis  
6000 Morgantown Road  
Russellville, Kentucky, 42276  
United States of America

Target Completion Date: 10/31/2018

Last Modified: 10/08/2018

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

#### 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.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Documenting Evidence-based Teaching Practices

**District:** Logan County Schools

**School:** Chandler's School

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

**CHETL Section 2: Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.**

Evidence:

- Teachers will use the STAR Reading and Math assessments to measure student growth and to tailor instruction to specific skill deficiencies for students. Teachers will also use the reports to help students in taking ownership of their own data and to communicate with parents.
- District grade level/content level teams will use Google Team Drive to collaborate on refining district common assessments for each grade level.

**CHETL Section 5: Teacher provides essential supports for students who are struggling with the content.**

Evidence:

- Teachers will participate in trainings offered by Kentucky Center for Mathematics to improve Tier I instruction. Two teachers and the interventionist will receive training through the Math Achievement Fund. A teacher will also attend the KCM Foundations for Primary Grades training (5 days). Resources will be shared with the PLC.
- School will collaborate with the KDE Office of Continuous Improvement and Support to provide training and resources in gap closure.
- As part of our implementation of the Read to Achieve Grant in the primary grades, the reading interventionist will provide continuing one-on-one interventions to 1st grade students via Reading Recovery. She will also provide small group interventions in the other grades via the CIM model.
- Teachers will be trained in the usage of reading interventions from the 95% group. These interventions target phonics and comprehension skills in the younger grades.
- Our school will continue to implement a math intervention program with grant funding from the Math Achievement Fund. The intervention program will focus on providing differentiated instruction to students in Tiers II and III and also collaboration to improve Tier I instruction.
- In school level PLCs, teachers will meet to plan interventions for students. We will use the STAR Instructional Planning Report to tailor interventions to students' specific skill deficits.
- School will utilize RTI teams (to include district representative) to meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.

### **CHETL Section 1: Student accepts responsibility for his or her own learning.**

Evidence:

- Reading teachers will implement student self-assessment and goal setting in their classrooms.
- 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.
- Students will use data binders to track their own growth on benchmark assessments. Students will share this data with their parents as Student-led Conferences, which are held in each semester.
- Teachers will receive training in Growth Mindset and will work to model this for students.
- After each district STAR window, we will recognize the student from each grade level who showed the most growth on the Reading and Math assessments. This recognition will take place at the school-wide Morning Meeting.
- After each STAR testing window, growth reports will be sent home to parents to acknowledge student improvement.

### **CHETL Section 4: Student communicates knowledge and understanding in a variety of real-world forms. Student communicates knowledge and understanding for a variety of purposes.**

Evidence:

- Teachers at all grade levels will create and implement a PBL learning activity that will focus on grade level science standards as well as real world issues.
- Teachers at all grade levels will connect writing prompts with real world interests/situations during PBL learning activities at least once each nine weeks.
- Social studies teachers will utilize PBL to connect social studies content to real-world situations.
- Staff will participate in the Next Generation Leadership Academy to set goals for the implementation of project based learning, performance based assessments, and passion projects in each classroom.
- School will implement eighth grade graduate profile, which will include areas of academics, cognitive, personal, and interpersonal competencies that students should have when they graduate.
- Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics.

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

This work will be monitored in the following ways:

- Monitoring PLC notes/agendas.
- Administrator participation in PLCs.
- Monitoring of academic progress by administrators, SBDM, and Staff Leadership Team.
- Monitoring of student progress by RTI Team.
- Completion of documentation for math and reading grants.

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

We will measure the effectiveness of our work in the following ways:

- Collecting academic data from STAR, KPREP, and teacher-made assessments.
- Growth scores on KPREP.
- Number of students qualifying for Tier III interventions.
- Data collected from parent surveys.
- Data collected from TELL survey.
- Data from certified evaluations and classroom walkthroughs.