

Phase One: Continuous Improvement Diagnostic 18-19_09052018_10:32

Phase One: Continuous Improvement Diagnostic

Catlettsburg Elementary School

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Catlettsburg, Kentucky, 41129
United States of America

Last Modified: 09/25/2018

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.

Facilities and Resources 3.1 a) Implementation of an aligned school wide reading program School Leadership 7.1 b) Provide teacher and staff opportunities to voice their opinions on the direction of the school. School Leadership 7.1 k) Have members of the school recognized for their accomplishments through various social media along with weekly district wide recognition.

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.

*Lunch with firefighters and police officers. There will be a standing open invitation for all police officers and firefighters to attend and eat with the students. The PTO will also seek various ways to incorporate getting the community involved.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: School Assurances_18-19, 10092018_11:00

Phase Two: School Assurances

Catlettsburg Elementary School

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Catlettsburg, Kentucky, 41129
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Last Modified: 10/29/2018

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

Each school year the preschool transition strategies are discussed among all stakeholders and implemented to ensure student success when transitioning to the next grade level.

ATTACHMENTS

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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

Based on current student academic needs professional development activities are planned for staff members who will be serving Title 1 students. There are professional development activities provided before the start of the school year as well as activities planned during the school year.

ATTACHMENTS

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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

A comprehensive needs assessment was completed, as well as a review of academic achievement data was used to establish criteria for identifying eligible Title 1 students.

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

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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

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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**

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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: The Needs Assessment School Diagnostic_18-19 10252017_09:04

Phase II: The Needs Assessment School Diagnostic

Catlettsburg Elementary School

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3348 Court Street
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Last Modified: 11/08/2018

Status: Locked

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Phase II: The Needs Assessment School Diagnostic

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 shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Academic and Non-academic data are analyzed by our SBDM council during our monthly meeting and grade-level PLC teams on a weekly basis. Data sources include our school report card, parent surveys, the TELL survey and school assessment data. The question we are trying to answer with our needs assessment is how do various stakeholders (parent, students, staff) perceive our school in regard to its purpose and direction, governing body, teaching and assessing learning, resources and support systems, and using results for continuous improvement.

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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

State and local assessment data from KDE School Report card tell us that we are progressing and making great strides in educating our students. 50.0 percent of tested students scored proficient or distinguished in Mathematics, 0.9 points above the state's score. Students also scored above the state indices by 3.9 points in language mechanics. However, 48.4 percent of all tested students in our school scored proficient or distinguished in reading, which was almost six points below the state score. State assessment data reported for the 2016-17 school year does not contain scores

for comparison to prior years, due to revisions in the state assessment scoring and reporting process. Parent survey data tells us that parents' perception of our school in all areas meet with their satisfaction and approval. Staff and student surveys indicate that there is a need for more materials and resources for our students. These data do not tell us how to generate funding for additional materials and resources for our students when budgets for education continue to be cut.

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

Only 22.0 percent of all tested students in our school scored proficient or distinguished in writing, which was 23.9 points below the state score. There were 41.5 percent of our students scored proficient/distinguished in social studies, which is 18.5 percent below the state average. In reading, we had 48.4 percent of students score proficient/distinguished. This was 5.9 percent below state average. These are all areas to target for improvement. Staff survey data also indicates an area of need regarding sufficient instructional materials and resources.

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?

Due to state revisions to the score reporting process, state assessment trend data can not be analyzed for strengths and weaknesses. However, only 22 percent of all tested students in our school scored proficient or distinguished in writing, which was almost twenty-four points below the state score. This indicates an area to target for improvement.

ATTACHMENTS

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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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Grade-level PLC teams will design instruction based on current standards. Instructional strategies will be revised as needed and common assessments will continue to be developed and utilized among these teams. State and common assessment data will be analyzed to target areas needing improvement. Instructional materials will be selected and purchased to assist teachers and

students. Our school will continue to provide collegial support and foster a schoolwide culture and environment of learning for all students.

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%.

Kentucky's school report card data for Catlettsburg Elementary School indicate strengths in mathematics and language mechanics, as these scores were higher than either district or state level scores. 50.0 percent of tested students scored proficient or distinguished in mathematics, 0.9 points above the state's score. 59.5 percent of our students scored proficient or distinguished in language mechanics compared to the state percentage of 55.6%. These scores are significant areas of strength for our school.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**Phase Three: Comprehensive Improvement Plan for Schools_18-19
11082018_14:08**

Phase Three: Comprehensive Improvement Plan for Schools

Catlettsburg Elementary School

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United States of America

Last Modified: 12/13/2018

Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 CSIP	2018 CSIP	

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1 (State your proficiency goal): By 2021, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 74.1.1o

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By the end of the 2018-2019 school year, the school will increase the reading percentage of proficient/distinguished to 54.1.	STAR Reading – STAR will be administered four times a year. Utilizing STAR charts, we will increase our students 40% growth factor from Spring to Spring assessments.	STAR Assessment – STAR assessment will be given to K-5 students. Data will be utilized to address individualized student needs and guide instruction. WOW will collect STAR data to analyze improvement of students performance.	Students will show proficiency on STAR reading.	District STAR benchmark. Baseline: Sept. 4 – Sept. 21, 2018 Fall: Nov. 26 – Dec. 14, 2018 Winter: Feb. 19 – March 8, 2019 Spring: April 22 – May 17, 2019 STAR progress monitoring will be completed monthly.	STAR is purchased by the district.
	Grade Level Benchmark Assessments.	Utilizing grade level benchmark common assessments, all students will participate in K-Prep like assessments focusing on the common core standards and monitoring student mastery.	Students will show proficiency on benchmark assessments.	Grade Level Benchmark Assessments will be given monthly.	\$0.00
	Journeys reading program will be used in K-5.	Direct Instruction Students will receive small group instruction based on current academic level.	Students will show proficiency on assessments. Students will show proficiency on STAR reading.	Assessments will be given at the end of each unit.	Textbook funds Title 1 funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2 By the end of the 2018-2019 school year, the school will increase the math percentage of proficient/distinguished to 57.5.</p>	<p>STAR Reading – STAR will be administered four times a year. Utilizing STAR charts, we will increase our students 40% growth factor from Spring to Spring assessments.</p>	<p>STAR Assessment – STAR assessment will be given to K-5 students. Data will be utilized to address individualized student needs and guide instruction. WOW will collect STAR data to analyze improvement of students' performance.</p>	<p>Students will show proficiency on STAR Math.</p>	<p>District STAR benchmark. Baseline: Sept. 4 – Sept. 21, 2018 Fall: Nov. 26 – Dec. 14, 2018 Winter: Feb. 19 – March 8, 2019 Spring: April 22 – May 17, 2019 STAR progress monitoring will be completed monthly.</p>	<p>STAR is purchased by the district.</p>
	<p>Grade Level Benchmark Assessments.</p>	<p>Utilizing grade level benchmark common assessments, all students will participate in K-Prep like assessments focusing on the common core standards and monitoring student mastery.</p>	<p>Students will show proficiency on benchmark assessments.</p>	<p>Grade Level Benchmark Assessments will be given</p>	<p>\$0.00</p>
	<p>Moby Max Math Study Island Math</p>	<p>Students will be assigned lessons based on current academic level.</p>	<p>Students will score 70% and above on completed assignments.</p>	<p>Student scores on completed assignments will be checked weekly to determine student achievement.</p>	<p>District allocated funding</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By 2021 the school will reach the following goals to increase the separate academic indicator; the goal for Social Studies is 71.7, the goal for Science is 41.1, and the goal for Writing is 50.2.

<p>Which Strategy 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"> • 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 	<p>Which Activities 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"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<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 The goal for the end of the 2018-2019 school year for each of the following content areas is Social Studies 54.4, Science 27.1, and Writing 30.7.</p>	<p>Embedded Social Studies, Science, and Writing activities in Journeys reading program.</p>	<p>Journeys reading lessons that have embedded Social Studies, Science, and Writing will be taught.</p>	<p>Students will score proficient on story assessments.</p>	<p>Progress monitoring will be completed at the end of the unit.</p>	<p>\$0.00</p>
	<p>Moby Max lessons for Social Studies and Science.</p>	<p>Students will be assigned lessons on Mobly Max that goes along with the content being taught in class.</p>	<p>Students will score 70% or above on assigned lessons.</p>	<p>Progress monitoring will be completed at the end of the assignment.</p>	<p>District allocated funding</p>
	<p>The writing handbook will be utilized that is provided with the Journeys reading program.</p>	<p>Direct Instruction- The teacher will be responsible for utilizing the writing handbook and writing lessons with each Journeys lesson.</p>	<p>Students will score proficient or above on writing assignments.</p>	<p>Progress monitoring will be on-going since the writing handbook and writing lessons will be incorporated with each unit.</p>	<p>\$0.00</p>
<p>Objective 2</p>	<p>Teachers will use the standards to guide instruction for Social Studies, Science, and Writing.</p>	<p>Lesson plans will be developed that will correlate with the standards to ensure student understanding and achievement.</p>	<p>Students will score proficient or above on exit slips and unit assessments.</p>	<p>At the end of each lesson an exit slip will be completed to determine student understanding. At the end of each unit an assessment will be given to determine student understanding.</p>	<p>\$0.00</p>

3: Gap

Goal 3 (State your Gap goal): Increase the average combined reading and math proficiency rates for all students in the Gap Group Disabilities-With IEP to 51.3.

<p>Which Strategy 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"> • 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 	<p>Which Activities 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"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<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 By the end of the 2018-2019 school year, the school will increase the gap group Disabilities-With IEP combined reading and math proficient/distinguished to 32.2.</p>	<p>Implementing Journeys reading program.</p>	<p>Direct Instruction ~ Journeys provides lessons for students who are above level, on level, and below level.</p>	<p>Students will score proficient on unit assessments.</p>	<p>Assessments will be given at the end of each unit.</p>	<p>Textbook funding Title 1 funding</p>
	<p>Implementing special education teachers and staff members in different grade levels.</p>	<p>Direct Instruction</p>	<p>Students will score proficient on STAR assessment and K-PREP.</p>	<p>Benchmark assessments will be given 4 times a year. The district assessment will be followed. Progress monitoring will done once a month.</p>	<p>District staff allocation</p>
	<p>Lexia, Moby Max, Study Island</p>	<p>Students will be assigned assignments based on individual levels.</p>	<p>Students will score 70% and above on assignments.</p>	<p>Assignments will be checked when completed.</p>	<p>District allocated funding</p>

4: Graduation rate

Goal 4 (State your Graduation Rate goal):N/A

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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

5: Growth

Goal 5 (State your Growth goal): Increase the average combined reading and math growth in grades 3-5 from 69.9 to 87.1 by 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 To increase the average combined reading and math growth in grades 3 - 5 from 69.9 to 76.2.	Teachers will use Journeys reading to guide reading instruction.	Direct instruction. RTI and enrichment activities will be provided to improve student achievement.	Proficiency on STAR reading, unit assessments, and common assessments.	District STAR benchmark. Baseline: Sept. 4 – Sept. 21, 2018 Fall: Nov. 26 – Dec. 14, 2018 Winter: Feb. 19 – March 8, 2019 Spring: April 22 – May 17, 2019 STAR progress monitoring will be completed monthly.	STAR is purchased by the district.
		Data from STAR testing will guide instruction in reading and math.			
	Teachers will use materials that correlate to Common Core standards to guide math instruction.	Direct Instruction. RTI and enrichment activities will be provided to improve student achievement.	Proficiency on STAR math, common assessments, and unit assessments	District STAR benchmark. Baseline: Sept. 4 – Sept. 21, 2018 Fall: Nov. 26 – Dec. 14, 2018 Winter: Feb. 19 – March 8, 2019 Spring: April 22 – May 17, 2019 STAR progress monitoring will be completed monthly.	STAR is purchased by the district.

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the percentage of students who are College and Career Ready (CCR) from 75% (2017) to 83% by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 To increase percentage of students who are College and Career Ready from 75% to 79% by 2019.	Students will gain a strong understanding of the College and Career Readiness curriculum.	District bought CC Spark career exploration program that is web-based for the whole school.	Students will be proficient when describing College and Career Ready.	Program will be completed before K-Prep testing.	District funding pays for the program.
		Junior Achievement Curriculum	Students will score proficient or above on JA activities.	JA will be set up for each classroom through the Family Resource Center. The program will be completed before K-Prep testing.	\$0.00
		Establish a career dress up day where all students dress to indicate a potential career choice.	Students will dress appropriately for a career to demonstrate understanding.	Career dress up day will be established before K-Prep testing. This will correlate with the district schedule.	\$0.00
		Relate careers to core subjects with an emphasis on possible careers embedded in lessons.	Students will score proficient on exams that relate careers to core subjects.	This will be ongoing throughout the school year.	\$0.00
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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

Phase Three: Executive Summary for Schools_18-19 11082018_14:08

Phase Three: Executive Summary for Schools

Catlettsburg Elementary School

Jeffery Frasure
3348 Court Street
Catlettsburg, Kentucky, 41129
United States of America

Last Modified: 12/12/2018

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?

Catlettsburg Elementary School is situated in the city of Catlettsburg in Boyd County, Kentucky. We currently have an enrollment of 234 students. Enrollment throughout the region has decrease for the past few years due to layoffs in local businesses. Our school services students from kindergarten through fifth grade, and also hosts an onsite preschool program which houses approximately 37 students. We also offer an autism unit which services k-5 students and a behavior unit for 3rd-5th grade students. We offer an after school program (WOW) which offers our kids another free meal, homework help, extended instruction, community involvement, and socialization time. Our school has a limited ethnic diversity, with a majority (approx. 90%) of student demographic population Caucasian. We are also a Title one school with as a majority of our students on free or reduced lunch status. We participate in the Community Eligibility Provision, which provides all students one free breakfast and one free lunch each day. Our parent teacher organization is small, but is actively involved in our school and helps us meet student academic and enrichment needs as much as they can through fundraising and hosting of special events in our building.

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.

The mission statement of Catlettsburg Elementary School is "Reaching Every Student's Potential Everyday Creates Tomorrow's Successes." This goal will be reached by providing an environment that is safe and secure, child-centered, nurturing, and challenging. This environment, conducive to effective learning, will enable students to attain their full educational potential to develop as productive members of tomorrow's society. This mission statement is reviewed annually and revised as needed by our Site base council. Programs that our school offers in addition to core academic classes include visual art, music, library media, physical education with dance integration, full time counselor services, gifted education services provided in the classroom and at an off-campus location, extended school services, Governor's Cup academic team, along with the WOW after school program. We believe that all students can achieve academic success. Expectations for learning are posted in every classroom in student-friendly language, and students have ownership of their learning through self-assessments.

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.

The primary focus of our school and its staff is always student achievement. Per our 2017-2018 KSC report, Catlettsburg Elementary School student scored proficient/distinguished in the following content areas: 45.8 in Reading, 50.5 in Math, 21.1 in Science, 47.4 in Social Studies, and 23.7 in Writing. Reading scores experienced the greatest decrease, with a 6.1 percent decline in proficiency. Catlettsburg also experienced a decrease in the percentage of students scoring proficient/distinguished in social studies and writing. Use of instructional strategies, student monitoring, and STAR and classroom assessments will allow us to quickly identify students who need intervention in the areas where our goals were not met.

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.

In order to improve our student successes in reading, math, and other instructional areas of need indicated in our school report card, our school is implementing strategies to increase student performance in reading and math. Every teacher in our school participates in a Professional Learning Community (PLC) with all other teachers at their grade level. These teams meet on a weekly basis to refine SMART goals, power standards, common assessments and Response to Intervention strategies. These teams work together to ensure best practice instruction in every classroom. Our grade-level PLCs work together to address achievement gaps and improve grade level curriculum delivery. Each grade builds and adjusts instructional units and common assessments. These teams will focus on strategies to meet gap delivery targets in reading, math, and social studies. In fourth and fifth grade, teachers are adjusting the daily schedule to allot more time for science, social studies and writing and focusing on timed writing tasks so that students can become more proficient in writing within specific time frames. Our school utilizes computer programs to assist with interventions in both math and reading along with the tracking of student goals and progress from month to month. We recently purchased a school-wide reading program and are also in the process of having a school-wide math program. This year we purchased the final installment of our school-wide reading program with kindergarten and 1st grades. As stated previously, we have now set our sights on providing the students at Catlettsburg Elementary School a school-wide math program.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Closing the Achievement Gap Diagnostic_18-19 11082018_14:08

Phase Three: Closing the Achievement Gap Diagnostic

Catlettsburg Elementary School

Jeffery Frasure
3348 Court Street
Catlettsburg, Kentucky, 41129
United States of America

Last Modified: 12/07/2018

Status: Locked

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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.

See Attachment

ATTACHMENTS

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II. Achievement Gap Analysis

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

Catlettsburg Elementary uses the Kentucky TELL survey to collect and analyze information related to school climate and culture. Our last KY TELL survey results indicated Catlettsburg Elementary teachers believe with 89% agreement that ours is a school with a shared vision. Stakeholders scored right around the state average in most areas concerning culture and administrative support. According to the survey, a majority of the teachers believe that evaluations are consistent and objective, and that our school improvement team provides effective leadership. Teachers also believe with 95% agreement, that teachers are held to a high professional standard.

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.

Catlettsburg Elementary experienced drops in reading and math proficiency on the 2017-2018 state assessment when compared to 2016-2107 scores. Reading scores experienced the greatest decrease, with a decrease 6.1 percent decline in Proficient/Distinguished. Gaps in proficiency decreased in reading among Free-Reduced Price Meals and Consolidated Student Group. Combined Proficient/Distinguished in reading remained the same among the gap group Disability-With IEP. However, this was due to a drop in reading scores for all students, and not due to closing closing the gap. Overall, scores in math also decreased, and gaps between gap groups and scores for all students also increased in both Free-Reduced Price Meals, Disability-With IEP, and Consolidated Student Group. Raising scores in reading and math along with closing achievement gaps in these areas are our focus for the 2018-2019 school year.

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

According to the information provided by KASC, Catlettsburg Elementary decreased the number of students who scored novice in the Disability-With IEP gap group our percent of students scoring proficient/distinguished went down in all gap groups. Our focus will be on getting the students to proficient/distinguished.

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 school experienced a significant drop in reading and math scores for the 2017-2018 school year, including all tested groups. Achievement gaps among Free-Reduced Lunch, Disability-With IEP, and Consolidated Student Groups widened when compared to 2016-2017 data. Both reading and math are considered a regression and are targets of improvement for the 2018-2019 school year.

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 district and school continue to undergo Kagan training in professional development to give teachers additional ways to implement cooperative learning strategies in the classroom. Our extended school services targets students who are identified as needing intervention/remediation in reading and math. These services are delivered before and after school to offer assistance to as many students as possible.

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.

Catlettsburg Elementary has not experienced persistent achievement gaps for several years. Our drops in scores and rise in achievement gaps is recent to the 2017-2018 school year. The small budget for extended school services will limit the amount of instructional time outside of the school day that we can deliver to students needing intervention during the 2018-2019 school year.

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.

There will be grade level PLC meetings for teachers to discuss and plan for student achievement. There will also be grade level PLC meetings with the principal in attendance to discuss student achievement. Parent conferences will be held to involve parents in the decision making process and planning to improve student achievement. Teachers will also have student conferences to discuss and create a plan to improve student achievement.

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).

Based on current test scores and trend data the following goals have been set: Reading Free-Reduced Lunch goal is 48.3 Reading Disability-With IEP goal is 38.2. Reading Consolidated Student Group goal is 37. Math Free-Reduced Lunch goal is 55.1. Math Disability-With IEP goal is 25.3. Math Consolidated Student Group goal is 37.2.

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 Groups	Gap Groups Identification	I
 Measurable Gap Goal	Goals	III

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Price Meals - 77	72%
Disability with IEP (Total) - 27	25%
Consolidated Student Group - 34	32%

Catlettsburg Measurable Gap Goal

	A	B	C	D	E	F
1	Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
2	Percentage of Proficient/Distinguished combined Reading and Mathematics F/R Lunch scores will increase from 44.85 to our delivery target of 53.1.	Our overarching strategy is to focus on design and delivery of instruction. Our school ensures that our instructional program is intentional and of the highest quality. We employ instructional strategies that are highly effective and culturally responsive. We participate in targeted professional development in designing evidenced-based core instruction, which is then provided to all students in the classroom. Our teachers work together in grade-level teams to plan curriculum that best meet the needs of our students and how they learn.	Intervention groupings. Specific grade-level RTI times. Star as a benchmark assessment. Journeys reading and Go Math Moby Max Lexia Study Island Small group reading intervention Ongoing staff training in providing accommodations for IEPs and 504 plans. During school and after school ESS tutoring and extra help. SMART goals Student data folders Americorps teacher to work with at-risk students in grades K-5.	Principal	STAR progress monitoring Tracking student achievement on assessments.	District Textbook/Program Funding, ESS Daytime Waiver money, Title 1 Funding

Catlettsburg Measurable Gap Goal

	A	B	C	D	E	F
1	Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
3	<p>Percentage of Proficient/Distinguished combined Reading and Mathematics Disability-With IEP scores will increase from 25.9 to our delivery target of 32.2.</p>	<p>Our overarching strategy is to focus on design and delivery of instruction. Our school ensures that our instructional program is intentional and of the highest quality. We employ instructional strategies that are highly effective and culturally responsive. We participate in targeted professional development in designing evidenced-based core instruction, which is then provided to all students in the classroom. Our teachers work together in grade-level teams to plan curriculum that best meet the needs of our students and how they learn.</p>	<p>Intervention groupings. Specific grade-level RTI times. Star as a benchmark assessment. Journeys reading and Go Math Moby Max Lexia Study Island Small group reading intervention Ongoing staff training in providing accommodations for IEPs and 504 plans. During school and after school ESS tutoring and extra help. SMART goals Student data folders Americorps teacher to work with at-risk students in grades K-5.</p>	<p>Principal</p>	<p>STAR progress monitoring Tracking student achievement on assessments.</p>	<p>District Textbook/Program Funding, ESS Daytime Waiver money, Title 1 Funding</p>

Catlettsburg Measurable Gap Goal

	A	B	C	D	E	F
1	Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
4	Percentage of Proficient/Distinguished combined Reading and Mathematics Consolidated Student Group gap scores will increase from 29.4 to 37.3.	Our overarching strategy is to focus on design and delivery of instruction. Our school ensures that our instructional program is intentional and of the highest quality. We employ instructional strategies that are highly effective and culturally responsive. We participate in targeted professional development in designing evidenced-based core instruction, which is then provided to all students in the classroom. Our teachers work together in grade-level teams to plan curriculum that best meet the needs of our students and how they learn.	Intervention groupings. Specific grade-level RTI times. Star as a benchmark assessment. Journeys reading and Go Math Moby Max Lexia Study Island Small group reading intervention Ongoing staff training in providing accommodations for IEPs and 504 plans. During school and after school ESS tutoring and extra help. SMART goals Student data folders Americorps teacher to work with at-risk students in grades K-5.	Principal	STAR progress monitoring Tracking student achievement on assessments.	District Textbook/Program Funding, ESS Daytime Waiver money, Title 1 Funding