Phase One: Continuous Improvement Diagnostic Red Cross EL 2018-19

Phase One: Continuous Improvement Diagnostic

Red Cross Elementary School
Michael Davis
215 Parkview Drive
Glasgow, Kentucky, 42141
United States of America

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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.

After reviewing the results of the perception survey from various stakeholder groups, the school's leadership will collaborate with school and parent committees to address growth areas. Growth areas will be divided out among different school and parent committees to address needs and create a plan of action. The school will seek additional parent information through online surveys to help measure if our school is family-friendly. The SBDM committee will do an on-going plan of action to address parental concerns. According to the "Missing Piece of the Proficiency Puzzle" conditions the school will address will be the following: Relationship-Building: Teachers and Staff will develop collaborative partnering relationships with all parents and students to improve teaching and learning. In addition, district and school staff identify family interests, needs and barriers and provides services to ensure academic success. Communication: Increase participation with all stakeholders for district and school culture audits or surveys. Decision-making: All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees. Advocacy: District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs. Learning Opportunities: School staff has posted council policy on classroom visits, with access to all classrooms. Community Partners: District and school staff collaborate with all willing organizations to support parents and advocates in addressing individual student needs. Red Cross Elementary will also strive for continuous improvement in the area of instruction. We will follow our school's Visible Learning Plan to create Assessment-Capable Learners. The staff will be engaged in instructional improvement with learning intentions and success criteria, instructional rounds focused on feedback as the problem of practice and rigorous task that are assessed with common formative assessments. The RCE staff will grow in collective teacher efficacy with data team analysis. Both parent involvement and instructional practices should be addressed to create a positive school environment where all stakeholders work together to produce student achievement.

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.

Red Cross Elementary will engage a variety of stakeholders in the development of on-going and continuous improvement by requesting parental involvement to help complete survey information. Survey results will then be reported back to stakeholders along with the time and date of meetings where concerns will be discussed. Initial parental stakeholders will be identified by the SBDM Committee and the PTO Organization. Community partners will be selected based on their nearby location to the school and their support for student learning. All stakeholders will have a supporting role in ultimately creating student achievement and their perceptions and ideas will be critical when developing a sustainable action plan. The process will initially be implemented through the SBDM Committee and monitored by survey results and an increase in parent participation and support. Instructional improvement will be ongoing and continuous with the help of our Visible Learning Committee who is responsible for promoting academic excellence within our school and provide opportunities for growth. The school leadership will work with the Visible Learning Committee and the district instructional leaders to ensure that all action steps within the Visible Learning Plan are taking place throughout the 2018-2019 school year.

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)
📄 RC VL Plan	RC VL Plan	1, 2

Red Cross Phase Two: The Needs Assessment for Schools 2018-19

Phase Two: The Needs Assessment for Schools

Red Cross Elementary School
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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?

The Site Base Decision-Making Council, the school's leadership committee, KYCID committee and parents and community partners were involved with reviewing, analyzing and applying data results. The SBDM council meets monthly to review pertinent information to the school and did review data such as KPREP data and parent surveys prior to the needs assessment. The school's leadership committee continually reviews MAP and KPREP data as needed along with instructional practices within the school. The KYCID committee meets monthly to review student behavior and creates expectations and procedures for student success. The KYCID committee also reviews student and teacher attendance data. All meetings are documented by agendas and minutes that discuss data review.

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.

*See Attachment

<u>ATTACHMENTS</u>

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

Priorities/Concerns

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

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

*See Attachment

<u>ATTACHMENTS</u>
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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?

*Analysis of data trends from the previous two academic years shows a continued need for improvement in the area of writing. 15.9% of students scored in the area of novice and only 29.5% of students scored proficient/distinguished. This is compared to the previous school year's data of 22.3% novice and 31.9% proficient/distinguished and 2015-2016 KPREP data of 22.1% novice and 35.8% proficient/distinguished. *Parent engagement continues to remain an area of significant improvement and truly involving parents in their child's learning process and supporting their student's academic needs. *Growth indicator according to KPREP would suggest students did not grow in the area of math as compared to students across the state. *The special education gap group scored 38.8% novice in the area of reading and 30.5% in the area of math. This is compared 2016-2017 KPREP data of 44.4% novice in reading and 34.4% novice in math and 2015-2016 KPREP data of 66.0% novice in reading and 53.2% novice in math.

<u>ATTACHMENTS</u>

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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

*Design and Deliver Instruction: What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success? (practice) How does the teacher ensure cognitive engagement versus passive or active engagement? (practice) *Review, Analyze and Apply Data: Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. (processes) How do students know where they are in their own progression of learning? (Practice) What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? (Practice) *Design, Align and Deliver Support How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? (Practice) *Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment. (Processes) What processes are in place to communicate with parents in order to address barriers to learning? (Practice)

ATTACHMENTS

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

Strengths/Leverages

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

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

*See Attachment

<u>ATTACHMENTS</u>

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 2018-2019 Current State	Academic and Non-Academic	
📄 Priorities and Concerns	Academic and Non-academic	
📄 Strengths and Leverages	Academic and Non-Academic	

Phase Three: Comprehensive Improvement Plan for Schools Red Cross 18-19

Phase Three: Comprehensive Improvement Plan for Schools

Red Cross Elementary School
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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 RC GAP GOSA	RC GAP GOSA	
📄 RC Growth GOSA	RC Growth GOSA	
📄 RC Proficiency GOSA	RC Proficiency GOSA	
📄 RC Separate Academic Indicator GOSA	RC Separate Academic Indicator GOSA	
📄 RC Transition GOSA	RC Transition GOSA	

2018-19 Phase Three: Closing the Achievement Gap Diagnostic Red Cross ES

Phase Three: Closing the Achievement Gap Diagnostic

Red Cross Elementary School
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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.

District has modified the spreadsheet to aid in calculation of GAP percentages. See attached.

<u>ATTACHMENTS</u>

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

II. Achievement Gap Analysis

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

Red Cross Elementary, faculty and staff believe that all students can learn at high levels as we help students lead in service, leadership and academic excellence! The school is within walking distance of several apartment complexes and duplexes which house several single-parent families. 60.1% of RCE students qualify for free/reduced price meals. Within the student population, 11.5% of our students have a disability with an IEP. RCE houses the district's only elementary emotional behavior disability unit and students from throughout the district may attend RCE if they need emotional behavioral support. The Hispanic population has varied over the past couple of years from 4.72% to 3.6%. Response to Intervention is provided to students who are in the 20th percentile or less according to MAP, our universal assessment. Teachers provide interventions to students who struggle in order to allow the expert to provide research-based strategies to close the learning gap.

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.

After reviewing and analyzing gap trends from the 2017 and 2018 assessment test, several areas continue to show progress towards closing the achievement gap. The percentage of novice students with a disability (with an IEP) in the area of reading has decreased from 44% to 38.9%. In math, the percentage of novice students with a disability (with an IEP) has decreased from 34% to 30.6%. There are significant differences when comparing proficient/distinguish percentages from gap groups to all students over the past two years when reviewing Hispanic, disability (with an IEP), and consolidated gap groups. When analyzing both the 2017 and 2018 assessment data, students in those gap groups are well below the percentage of students who score in proficient/distinguish for reading and math.

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

Based on the analysis of the gap data, novice reduction in the area of reading and math for students with a disability has decreased over the past two years from 44% to 38.9% in reading and 34% to 30.6% in math. When reviewing 2017 and 2018 KPREP data for free/reduced students, the percentages of students who have scored novice in the area of reading decreased from 24.2% to 14.3%. In math for free/reduced students novice percentages have been reduced from 21.5% to 12.8%.

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

Although we have shown improvement with novice reduction with the disability gap group, we continue to have a growth area with increasing proficient and distinguish percentages for students with disabilities. According to the 2018 testing data, 16.7% of students with disabilities have scored P/D in the area of math and 33.3% P/D in the area of reading. In writing, 9.1% of students with disabilities have scored proficient/distinguished in the area of writing. This is an area that lacks progression and an area for growth. When reviewing the consolidated student group, 37% of students scored P/D in the area of reading compared to 60.9 for all students. In math, 29.6% scored P/D compared to all students who scored 54.4% P/D in the area of math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent

approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The school's professional development plan focuses on work regarding teacher and student clarity of standards based on learning intentions and success criteria connected to grade level standards. Also, professional development allows teachers to review student learning and mastery of content through Common Formative Assessment and Data Team analysis. Finally, the school's professional development plan continues to support research-based strategies that impact student learning such as differentiation, feedback, questioning and discussion and response to intervention. Extended school services allow for students to participate with after-school programming through our after-school program, Barren Beyond the Bell. Students are able to participate in enrichment activities and programs that support student achievement such as homework help, WIN time to addresses students who score in the 20th percentile or lower based on MAP data and extra math support using Chromebooks to work on Zearn, a computer-based program that aligns with the school's math curriculum.

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

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

The processes, practices, and conditions that have prevented the school from closing the achievement gaps are the following: *Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *Ensure that all users of assessment data use the information to benefit student learning. *Plan strategically in the selection of high yield instructional strategy usage within lessons. *Develop assignments and activities reflect the learning targets students have had the opportunity to learn. *Create intentional opportunities for students to receive and offer effective feedback during learning. *Assure that attendance issues are rectified as to not pose an interference with the educational process of students. *Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. *Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. *Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. *Enable students to develop leadership roles within the school.

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.

Teachers, leaders and other stakeholders are involved in the continuous improvement and planning process as it relates to closing the achievement gap by giving each group the opportunity to review and analyze the data of the school's gap groups, provide feedback and next steps regarding how to improve student achievement for particular growth areas. Members from each group complete survey information that will impact the school's culture and students from gap groups. Together, the school's stakeholders implement decisions and monitor progress based on student achievement. Names and roles of strategic partners: Michael Davis-Principal; Erica Nesbitt-Asst. Principal; Cindy Alexander-Guidance Counselor and teacher member: SBDM; Jill Kinslow-Teacher Member: SBDM; Chasity Wilson-Teacher Member: SBDM; Stephanie Lancaster-Teacher Member: SBDM; Brian Burks-Parent Member: SBDM; Wendy Browning-Parent Member: SBDM; Melissa Perez-Parent Member: SBDM; Heather Shelton-Teacher; Jeanie Rogers-Teacher; Kelly Harbison-Teacher; Jay Coleman-Parent and Community Member

III. Planning the Work

Gap Goals

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

Increase the reading and math proficiency rates for students in the disability gap group from 33.3% to 45% in reading and from 16.7% to 30% in math by 2021. Increase the reading and math proficiency rates for students in the consolidated gap group from 37% to 45% in reading and from 29.6% to 38% in math by 2021.

ATTACHMENTS

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

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.

District has adapted the process to allow for the GAP Goal to be attached to this diagnostic. The associated activities have been designed as the school's action plan to address the gap(s) in performance. See attached Gap Goal.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 RCE Gap GOSA	Gap GOSA	III
▦ Red Cross Elementary Gap Groups for 2018	Red Cross Elementary Gap Groups for 2018	I

Phase Three: Executive Summary for Schools Red Cross 18-19

Phase Three: Executive Summary for Schools

Red Cross Elementary School
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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?

Red Cross Elementary School serves 696 preschool-sixth grade students which creates a rather large elementary school setting; however, grade level teams are strategically placed together in specific halls in order to create the feel of a much smaller school environment for the students and parents. Sixty-five percent of our students participate in free and/or reduced lunch rates indicating they are from low-income families. Based on this data, more than one half of our students are at-risk based on low socio-economic status. Our demographics consist primarily of Caucasian students which make up 91% of our population with the remaining population being Hispanic, Asian, African-American and Indian. This year we met minority status and have minority representation on the SBDM council. More than 18% of our students require exceptional childhood education (ECE) services for various disabilities including social, emotional, mental, physical and behavioral disorders. Both student groups (free or reduced lunch and ECE) represent our gap population as well as our area of emphasis for our novice reduction plan. Every teacher has a list of target gap students that they serve. Through the Data Dig process which is being administered after each testing period for KPREP and MAP, teachers are creating visual road maps to show the growth of all students, specifically monitoring the target population 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.

School Mission: Red Cross Elementary School Community will enhance the development of independent, responsible, enthusiastic, high-level learners in a safe and positive child-centered environment. We will ensure that each individual student is educated while emphasizing hands-on learning and research-based instructional practice, which will enable the learners to become productive citizens in a changing society.

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.

Red Cross has a classified staff of 37 individuals along with 46 highly qualified educators. Red Cross currently has 7 National Board Certified Educators We are a Leader In Me school and offer many opportunities that will guide each student toward success such as Beta Club, STLP, Music, Art, Strings (5th/6th Grade), After-school activities/clubs, Academic Team, Magnet Program and much more. We are also very excited as we set the standard with our STEAM and Computer

Science programs. Our STEAM program provides "hands-on, minds-on" learning opportunities in the Arts and Sciences. In the STEAM classroom, students are encouraged to think deeply, to problem solve, and to persevere in solving those problems. Computer Science Fundamentals is designed to equip students for the digital age in which they live. They will be exposed to instruction from Internet safety to even writing their own Javascript and HTML codes in later grades.

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.

-Delivery Targets from our School Report Card -Val Ed and TELL survey results -Data Teams and Data Dig process -RTI School Plan and student progress monitoring data -Discipline and Attendance reports -Looking at Student Work through Analysis -FRYSC Reports -Common Planning Meetings and Content Level PLC's -Assessment Results (KPREP, MAP, Engaged NY, RM and Reading Street) -School and District Surveys -SBDM council and committees

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Red Cross Phase Two: School Assurances 2018-19

Phase Two: School Assurances

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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.

eProve diagnostics

School Assurances

Preschool Transition

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Red Cross Elementary organizes a Preschool Parent University and Kindergarten Parent University to inform and educate parents on transition strategies and implementation processes. Our preschool teachers also organize home-visits to support the families of preschool students.

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

Professional Development is structured around the following areas: -Common Formative Assessments -Learning Intentions and Success Criteria -Feedback -Creating Assessment Capable Learners -Differentiation -Response to Intervention -Task Development

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

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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

Staff implements a range of evidence-based instructional strategies that support and assist identified Title I students such as self-reflection, questioning and discussion, strategies wrapped around feedback, self-reporting grades and goals, response to intervention, small group station work, direct instruction, conceptual understanding for math, etc.

ATTACHMENTS
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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

School Wide Title I Program - The Red Cross Elementary Master Schedule provides instructional support for students who are struggling and need additional help. Students have been identified by the universal screener, MAP.

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

School Wide Title I Program

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

The school SBDM committee along with school committees will use the "Friendly-School Survey" and "The Missing Piece" survey to design, implement and evaluate parent and family engagement and improve on growth areas.

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
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Title I Application

eProve diagnostics

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

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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

2018-19 Phase Three: Title I Annual Review Red Cross ES

Phase Three: Title I Annual Review

Red Cross Elementary School
Michael Davis
215 Parkview Drive
Glasgow, Kentucky, 42141
United States of America

Last Modified: 12/10/2018
Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

MAP, KPREP, formative assessments, parent surveys, PBIS data and attendance data were all reviewed during the needs assessment process. The needs assessment process is effective because it allows for a continuous improvement process that supports student achievement. The SBDM council, committees and school leadership are able to analyze the current academic state and determine areas of need based on current data sources. *Current Academic State: -29.5% of our students scored proficient/distinguished on KPREP Writing. -54.4% of our students scored proficient/distinguished in the area of math. -60.9% of our students scored proficient/distinguished in the area of reading. -36.7% of our students scored proficient/distinguished in the area of science. -71.6% of our students scored proficient/distinguished in the area of social studies. -According to the Brigance data, 64.0% of our students show kindergarten readiness -38.8 % of the special education population scored novice in the area of reading. -30.5% of the special education population scored novice in the area of math. -Students scored a 16.0 on the growth indicator and just .2% from the bottom 5% in the state. *Non-Academic Current State: -According to the "Missing Piece" survey, growth areas for parent engagement include the following: Objective 1: Relationship Building Collaborative partnerships with all parents to improve teaching and learning. School identifies family interests, needs and barriers and provides services to ensure academic success. Objective 2: Communication District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%. Objective 3: Decision-making All stakeholders given multiple opportunities to learn about the decision-making process and participate at all levels. Objective 4: Advocacy District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs. Objective 5: Learning Opportunities School staff has posted council policy on classroom visits, with access to all classrooms. Objective 6: Community Partners District and school staff collaborate with all willing organizations to support parents and advocates in addressing individual needs. -Student enrollment in kindergarten through 6th grade has decreased from 632 in 2014-2015 to 611 in 2016-2017 and again, enrollment decreased to 589 to start the 2018-2019 school year. -Office referrals across all grade levels have decreased by 32.1%. -Student's current attendance rate is 96.21%

<u>ATTACHMENTS</u>

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Many students at RCE benefited from strategies that were implemented as part of the school-wide program to help all students experience success. Within the school's Visible Learning Plan, implementation of learning intentions and success criteria allowed for teacher and student clarity regarding grade-level content. Common Formative Assessment work allowed students to develop short answer responses with a rubric that produced teacher reflection and analysis of student data and strategies for all students. In addition, teachers have implemented research-based practices such as questioning and discussion and feedback for student growth. RCE's new math program for grades 3rd-6th also proved to be very successful for students based on novice reduction and an increase in proficient and distinguished scores. Teachers increased their instructional effectiveness using small groups in reading and math, as well as Response to Intervention was facilitated by the instructional expert, the teacher. The data sources used in the evaluation of the strategies were KPREP and the MAP assessment.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)

• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).

• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).

• To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Approximately $3,469.00 was allotted for family engagement activities for this school year through the Title I Parent Engagement fund. Programs and activities include family literacy and math nights, monthly PTO meetings with grade level presentations with educational material, field trips, Read Across America Day Celebrations and parent surveys that encouraged parent participation. Additional activities include Back to School Bash to help parents learn about the instructional programming and expectations for the school year; Kindergarten Readiness Camps; and FRC Family support activities. Overall, the goal is to help parents and families engage in the overall school goal of increasing the average combined reading and math proficiency ratings for all Red Cross students in nonduplicated gap groups to 68.5% by the end of the 2018-2019 school year and increase the average combined reading and math proficiency index score from 77.7 to 80.0. The school's parent and family engagement program is effective but based on "The Missing Piece" survey data, the school does have areas for growth. The school's SBDM council will engage in reflective work for continuous improvement in the areas identified in the survey. Objective 1: Relationship Building Collaborative partnerships with all parents to improve teaching and learning. The school identifies family interests, needs and barriers and provides services to ensure academic success. Objective 2: Communication District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%. Objective 3: Decision-making All stakeholders given multiple opportunities to learn about the decision-making process and participate at all levels. Objective 4: Advocacy District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs. Objective 5: Learning Opportunities School staff has posted council policy on classroom visits, with access to all classrooms. Objective 6: Community Partners District and school staff collaborate with all willing organizations to support parents and advocates in addressing individual needs.

ATTACHMENTS
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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

During the 2018-2019 school year, the Site-Base Decision Making Council is collecting and analyzing parent and family engagement data to determine next steps. Surveys used are "The Friendly School Checklist" and "The Missing Piece. Data results from "The Missing Piece" show

growth areas as the following: Objective 1: Relationship Building Collaborative partnerships with all parents to improve teaching and learning. School identifies family interests, needs and barriers and provides services to ensure academic success. Objective 2: Communication District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%. Objective 3: Decision-making All stakeholders given multiple opportunities to learn about the decision-making process and participate at all levels. Objective 4: Advocacy District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs. Objective 5: Learning Opportunities School staff has posted council policy on classroom visits, with access to all classrooms. Objective 6: Community Partners District and school staff collaborate with all willing organizations to support parents and advocates in addressing individual needs. The school will continue to determine effective ways to get community and families members involved in their student's education. The Parent-Teacher Organization (PTO) will implement Family Learning nights in the area of math, literacy, STEAM and project-based learning along with working to increase the number of parents that attend parent-teacher conferences.

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

The school's leadership team along with SBDM continually review student and school data to determine the effectiveness of Title I schoolwide programs. KPREP, MAP, SWIS behavioral data, attendance and RTI data are sources that the school uses to ensure continuous improvement. RCE staff and leadership also review, analyze and determine next steps for a continuous improvement process. This happens three times each year using an extended PLC structure.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Based on the evaluation results, components of the schoolwide program that were most effective in increasing student achievement was increasing teacher and student clarity of the state's academic standards, as well as, implementing research based-strategies such as questioning and discussion and providing effective feedback to impact student learning. Finally, using common formative assessment data and checks for understanding to determine strategic teaching and tasks allowed for teachers to be intentional with all students to produce student achievement.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Revisions that will be made to next year's schoolwide plan based on the results are adding protocols to analyze gap groups and determine student growth throughout the year as measured by MAP assessment data. If the data shows that students are not growing in the areas of reading and math, teachers will create a plan to produce student growth. Also, the school leadership team will implement professional learning communities that allow for greater collective efficacy, data sharing, and discussions that promote student achievement.

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