

Phase III: Executive Summary for Schools_12112017_09:28

Phase III: Executive Summary for Schools

Perryville Elementary School

Christopher Slone
418 W Fourth Street
Perryville, Kentucky, 40468
United States of America

Last Modified: 12/20/2018

Status: Locked

TABLE OF CONTENTS

Executive Summary	3
ATTACHMENT SUMMARY.....	5

Phase III: Executive Summary for Schools

Executive Summary

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?

Perryville elementary has a student enrollment of nearly 300 students P-5. It's located in downtown Perryville, KY. Perryville's rich history and deep ties to community are evident in our school's climate.

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.

By keeping our focus on our students, we continue to be successful. With a highly-qualified staff to help your child achieve that optimum learning experience we believe that all children can be successful. We also believe in researched based programs, where we are continually striving to insure each student reaches proficiency in every aspect of their educational experience.

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.

Perryville Elementary, the smallest school in Boyle County with 260 students and 20 teachers, is now among the top performing elementary schools in Kentucky, according to the Kentucky Performance Rating for Educational Progress, a component of the national educational assessment initiative. Led the district in Math and Reading Achievement. Lowest number of novice in the district. Highest consecutive scores in Writing and Language. Led district in Reading growth percentiles. Led the district in Gap reduction. Scored 100% on several of the assessed indicators. Increased scores in a significant number of content areas, achievement, gap, and growth. Named one of only two schools in the state of Kentucky as an ESEA National Distinguished School.

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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.

The rich history of Perryville schools is a driving force for our pursuit of excellence. In 1912, the Boyle County Board of Education decided to purchase six acres of land from W.C. and Fannie Burton Kern for the purpose of building a new eight-room school. It was to be named Perryville High School, and was to include the elementary level as well as the high school level. The Perryville School opened with its first session on September 11, 1913 with Clarence Adams as Principal. Enrollment in 1913 was 21 students; in 1914, 32; in 1915, 48; and in 1916, 52 students.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 ESEA Announcement	Communication sent to all stakeholders announcing our ESEA Distinguished School Status.	

Phase One: Continuous Improvement Diagnostic_09272018_09:21

Phase One: Continuous Improvement Diagnostic

Perryville Elementary School

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418 W Fourth Street
Perryville, Kentucky, 40468
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Last Modified: 10/26/2018

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TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	4

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.

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 communication between the school and stakeholders. Parent survey information has shown that our stakeholders would like communication in a more digital format. Therefore, moving forward our classroom newsletters will be offered in a digital format. Remind applications will be used at every grade level, and the school's Facebook and web site will be used to provide school wide and grade level information to stakeholders.

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Part II:


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

The school will engage a variety of stakeholders through scheduled parent conference windows throughout the year. By using a variety of media to advertise and invite stakeholders to become active members in the school's correlate/committee structures. The school will host stakeholder invited events, like Primary and Intermediate Reading nights, Holiday music performances, and school fairs. At these events stakeholders will be encouraged and welcomed to engage in the school's leadership process. Through PTO elections, stakeholders will be encouraged to serve on the school's SBDM council.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 SBDM parent nomination letter	The attached in a nomination form for parents to nominate a candidate for the SBDM council	1, 2

Phase II: The Needs Assessment School Diagnostic_11012017_09:25

Phase II: The Needs Assessment School Diagnostic

Perryville Elementary School

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418 W Fourth Street
Perryville, Kentucky, 40468
United States of America

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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
ATTACHMENT SUMMARY.....	5

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?

The process used for reviewing, analyzing and applying data results includes monthly meetings with the school's leadership correlate and site based decision making council. On a district level we involve the district CAST team and monthly curriculum, instruction, and assessment meetings with district's chief academic officer.

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.

According to our KPREP data the school as increased achievement scores in Math over the past four years and a steady 10% increment yearly. Additionally, Reading achievement as well is steadily increasing by a 10% rate.

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.

10% of students in non-duplicated gap scored below proficiency on KPREP in reading and math.

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?

Math and reading achievement will remain our significant areas of curriculum focus.

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

Our school will focus its resources on deployment of standards, delivery of instruction, and designing, aligning, and delivering support process with sub-group focus.

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%.

Our content instruction and student data is incredible strong. We will continue our foundational position of best first time instruction, and providing intervention when needed.

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 III: Closing the Achievement Gap_11012017_10:05

Phase III: Closing the Achievement Gap

Perryville Elementary School

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United States of America

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TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	5
ATTACHMENT SUMMARY.....	7

Phase III: Closing the Achievement Gap

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.

Attachment added

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Our climate and culture focuses on educating all students and providing all students the resources they need to be successful. There is no focus on targeting of specific groups, but rather a laser focus targeting of all students to reach their potential.

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.

Our school is closed the gap in Math and continuing to close the gap in Reading with our low socioeconomic subgroup.

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

The school has shown improvement in low socioeconomic gap groups in the content area of math.

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

The school has lacked consistent growth in reading for the identified low socioeconomic subgroup

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

The school has developed an extensive PD plan to focus on reading instruction and pedagogy.

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.

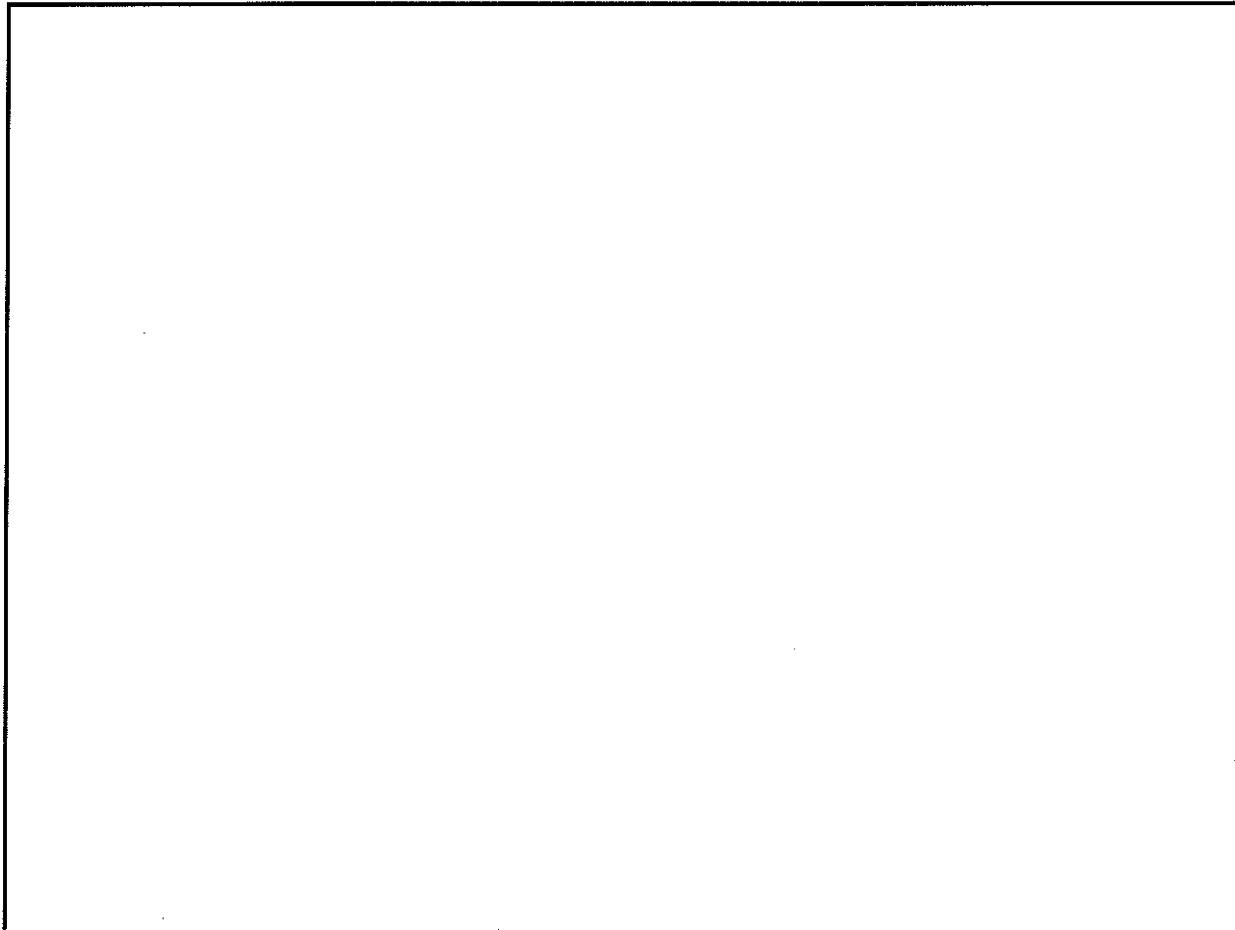
Not having agreed upon language or agreed upon universal indicators of reading instruction or formative assessment.

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.

The process involves monthly school leadership correlate meetings with teachers, monthly SBDM meetings with teachers, parents, and administrators, weekly Bulldog Review Day Blueprint input from teachers and administrators. As well as monthly curriculum, instruction, and assessment meetings with the district's chief academic officer and the school's principal and academic coach.

III. Planning the Work

Review the following flowchart to aid in completing the work.



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.

Measurable Gap Goal Strategy Chosen to address goal Activities chosen to implement strategy Person Accountable Method of Progress Monitoring Funding Mechanism and Amount The overall gap score in increase by 10% in Math Delivery of instruction Content Focused Professional Development Christopher Slone, Maureen Elwyn Monitor MAP data from Fall to Spring Internal Overall achievement scores of students in the non-duplicated gap group will increase by 10% in reading Design align and deliver support processes with sub-group focus Schedule increase intervention time and strategic co-planning Christopher Slone, Melissa Marlowe Monitor MAP data from Fall to Spring Internal Measurable Gap Goal Strategy Chosen to address goal Activities chosen to implement strategy Person Accountable Method of Progress Monitoring Funding Mechanism and Amount The overall gap score in increase by 10% in Math Delivery of instruction Content Focused Professional Development Christopher Slone, Maureen Elwyn Monitor MAP data from Fall to Spring Internal Overall achievement scores of students in the non-duplicated gap group will increase by 10% in reading Design align and deliver support processes with sub-group focus Schedule increase intervention time and strategic co-planning Christopher Slone, Melissa Marlowe Monitor MAP data from Fall to Spring Internal Attachment added

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Group	Gap Group identification	I
 Measurable Gap Goal	Spreadsheet showing gap goals	III

Phase Three: Comprehensive Improvement Plan for Schools_12052018_10:05

Phase Three: Comprehensive Improvement Plan for Schools

Perryville Elementary School

Christopher Slone
418 W Fourth Street
Perryville, Kentucky, 40468
United States of America

Last Modified: 12/05/2018

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TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools	3
ATTACHMENT SUMMARY	4

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.

In addition to the comprehensive Improvement Plan for our school, our school's leadership correlate and SBDM adopt a Big 5 plan that drive growth areas for our school. I've attached that document as well.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Big 5	Building level goal plan	
 KDE Comprehensive Improvement Plan	KDE Comprehensive Improvement Plan	

Phase Two: School Assurances_10262018_11:28

Phase Two: School Assurances

Perryville Elementary School

Christopher Slone
418 W Fourth Street
Perryville, Kentucky, 40468
United States of America

Last Modified: 10/26/2018

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TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	8

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Professional Development

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Comprehensive Needs Assessment

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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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

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

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

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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

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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

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

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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

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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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