

**2019-20 Phase One: Continuous Improvement Diagnostic for
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Panther Academy
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The **Comprehensive School Improvement Plan** or **CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Carla Kuhn 9/12/19

2019-20 Phase Two: The Needs Assessment for Schools Panther Academy

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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 Elizabethtown Independent Schools Leadership team met on October 15th to begin the process of reviewing, analyzing, and applying data results. Ongoing meetings occur monthly and are documented through agendas and follow up communications. The team is comprised of the following members: Jon Ballard - Superintendent, Kelli Bush - Assistant Superintendent for Student Learning, Steve Smallwood - Assistant Superintendent for Student Services, Carole Brown - Director of Special Education, Shellee Godfrey - Professional Development Coordinator, Jennifer Burnham - High School Principal, BJ Henry - High School Assistant Principal, Dawn Swanke - Middle School Principal, Jessica Turner - Elementary Principal, Tim Mudd - Elementary Principal, Carla Kuhn - Elementary Principal, and Jack Breunig - Elementary Counselor. The primary session followed a specific protocol. First, the group determined the focus for the session by developing a set of questions that outlined what we hoped to learn from reviewing the data. Once the questions had been generated, the group reviewed the applicable data in order to record facts and statements from the results. For each question, the team utilized graphic organizers to record trends, strengths, and areas of concern. Finally, the team brainstormed hypothesis of practice for each question's data. Hypothesis of practice are statements that complete the stem "It could be that..." in order to assist in determining the reason(s) for each. This step in the protocol also included a closure activity that required the team to prioritize by selecting 2 strengths and 2 concerns For each ICBT statements and possible action strategies for maintenance and/or improvement were also noted. Panther Academy SBDM council reviews student progress based on Brigance and AimsWeb benchmarking each month in the monthly council meetings. The certified staff discusses and analyzes student data in reading and math monthly during PLC meetings.

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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

From 2016/17 to 2018/19, Brigance data has gone up and down for overall kindergarten readiness. Three years ago, 54% of the students were ready for kindergarten. Two years ago, 47.9% of the students were ready for kindergarten. Last year, the number increased back to 52.1% of the students ready for kindergarten. A similar trend occurred with our economically disadvantaged students showing reading for kindergarten: in 2016/17, 44.7%; in 2017/18, 36.4%; in 2017/18, 44.5%. When looking at the data for our students that were in state funded preschool, the percentage of readiness has had a similar trend to the overall composite in the last 3 years: in 2016/17, 48.8%; in 2017/18, 43.2%; in 2018/19, 50.7%. That data for our state-funded preschool students show a decline in all areas to include academic cognitive, language development, physical development, self help and social emotional over the course of the last 3 years. A drop in the readiness of our IEP students has been a trend as well. The number of students needing specially designed instruction continues to rise which could attribute to this overall decline in readiness. Some of the students tested are non-verbal therefore they were unable to give responses to many of the questions on the screener as well.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

The number of students with IEPs and are kindergarten ready continue to decrease each year. In 2016/17, 27.3% of the students in that group were kindergarten ready. That percentage dropped in 2018/19 to 20%. For those students with IEPs in state funded preschool, a similar pattern was found. In 2016/17, 30% of the students with IEPs were kindergarten ready. In 2018/19, that percentage decreased to 21.4%. The biggest concern found in our preschool numbers was in the academic cognitive domain. In 2016/17, 30% of the students with IEPs were ready for kindergarten; as opposed to 2018/19 where only 7.1% of that group scored ready for kindergarten. Analyzing the data for our preschool students a decline in readiness overall as well as the 5 domains (academic cognitive, language development, physical development, self help and social emotional) can be found.

Trends

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

The overall percentage of readiness for our kindergarten students in the academic cognitive domain has increased over the last two year from 37.3% ready to 39% ready. Language development has continued to increase in school readiness where the percentage was 75.4% two years ago and increased to 78.7% last year. For economically disadvantaged students, there was as significant increase: 66.3% two years ago and 76.6% last year. The overall composite of readiness for our students in preschool has increased the last 2 years as well: 43.2% two years ago compared to 50.7% last year.

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

The areas of focus for the school in order to increase student achievement and overall school readiness are: design and deploy the standards and review, analyze and apply data. Students need to have equitable access to tier 1 instruction and the standards. The grade level PLC teams will use their meetings to discuss the standards and share ideas to ensure that equal access. The PLC teams will review their learning targets to ensure that the targets are aligned with the standard so students are learning what the standard intended as well as at the depth of knowledge that is intended. The kindergarten PLC team is working to develop a curriculum guide that ties the standards, targets, engaging tasks and vocabulary in one document so there is a focus in more intentionality of all of those components. The preschool PLC team is using the same language program, Zoophonics, to help students master reading skills. In order to increase language throughout the school, a more systematic approach to teaching vocabulary will be developed for all to use. The other area of focus will be to use data to guide and change instruction as needed. Last year the staff worked on collecting and discussing the data. This year we want to build on that by actually using the data to guide and change instruction. Discussing the data helped focus both grade levels. Now we want the data to drive what is needed to help all students increase their achievement.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

The percentage of preschool students that are kindergarten ready has increased the last 3 years from 48.8% to 43.2% to 50.7%. Fall benchmarking for the 2018/19 school year showed that 58% of the students are average or above average in reading skills while 84% of the students are average or above average in math skills.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances Panther Academy

2019-20 Phase Two: School Assurances

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2019-20 Phase Two: School Assurances

2019-20 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.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Comprehensive Improvement Plan for PA

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goal for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

Attached the comprehensive school improvement plan for Panther Academy. The goals and objectives are focused on the needs of the young learners in our school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-20 Panther Academy CSIP	Panther Academy's School Improvement Plan	•

2019-20 Phase Three: Executive Summary for Schools Panther Academy

2019-20 Phase Three: Executive Summary for Schools

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2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: 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?

Panther Academy educates the preschool and kindergarten students for the Elizabethtown Independent School district. Instruction is focused on the best methods and strategies to use when educating our early learner population. The total number of students is 301. There are 194 students in kindergarten and 107 students in preschool. The school is located in close proximity to our district's high school, Elizabethtown High School. The location of the high school allows for mentoring opportunities through career development students working with different classes at different times of the day. Additionally on Fridays, some of the high school students visit Panther Academy as a reading buddy with students in some of our kindergarten classes. About 49% of our students are at risk students as they are identified as economically disadvantaged. Turnover of certified staff is relatively low as out of the 20 certified staff this year, 13 of those staff members have been with the school since the school opened in 2012. Only two of the certified staff were hired this school year. Those teachers were hired and added to staff due to an unexpected increase in enrollment in preschool and kindergarten.

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.

Panther Academy's Mission Statement is Passionate About loving to learn. The staff at Panther Academy strives to create life long learners in the youngest learners in the district with fun, engaging strategies and activities. The Vision Statement is a school family that provides a positive and nurturing environment for the whole child. This statement is not simply words on a piece of paper but an overall focus by the adults in the building to help educate all aspects of the child. Our goal is to create students that not only have a variety of content knowledge but display strong character as well. Panther Academy staff believes that all students can learn and should be allowed to learn at their level and ability. The school schedule allows for the students to receive small group instruction in reading and math at their independent level. The master schedule allots time for the students to have access to core curriculum such as reading, writing, math, science and social studies; however students have scheduled times to gain knowledge in related arts and special area curriculum such as library, art, music and PE.

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.

In 2017, the school was awarded a bronze award for the commitment to healthy schools. In 2018, the preschool program scored five stars on the All-stars rating which the highest available score. On the Brigance, the percentage of kindergarten students who are ready or ready with enrichments have been higher than the state average percent. For the 2019-20, the percentage of student that were ready or ready with enrichment was the highest it has ever been. We had a 5% increase in overall readiness this school year. The school plans to increase kindergarten readiness for the state funded students by ensuring students are taught the standards in engaging ways. This year, the preschool teachers have implemented a reading program, Zoophonics, in an effort to

help the students learn letters and sounds in a kinesthetic manner. Making concrete connections with the letters and their sounds is accomplished by identifying a zoo animal and a specific action for each letter. The school used AimsWeb as a tool for benchmarking all kindergarten students. The data from AimsWeb is used to give all students instruction in reading and math at their level. The school is working on refining their curriculum and deepening the understanding of the standards in order to ensure students are receiving core instruction in all content areas. Another area of focus for the school is intentionally teaching vocabulary to the students as we know students need direct instruction in vocabulary and understanding word knowledge in order to help students become better readers.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Our school is not identified as CSI or TSI.

Additional Information

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

Panther Academy strives to build well-rounded individuals. Educating the students mind is essential; however, we strive to develop a strong sense of community and good character. Each month, an in-depth study of various character words occur. The kindergarten's day begins with a school-wide morning meeting. A different word of the month is focused during the morning meeting. The students see pictorial examples of the word, videos and songs to help them not only hear the words, but try to get them to see what good character looks like. A Panther Cub Award is given at the end of the month to one student in each class that demonstrates that character word the best. Students can earn Paw Awards on a daily basis for following our school's guidelines for success: be respectful, be responsible, be cooperative, be kind. The Paw Awards are collected in a central area for preschool and kindergarten for a chance to get a small token of appreciation from the school's treasure box once a week.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Closing the Achievement Gap Panther Academy

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

The spreadsheet is attached explains the gap groups in our school.

ATTACHMENTS

Attachment Name

 Panther Academy Gap Group Identification 2019

II. Achievement Gap Analysis

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

Panther Academy strives to help students feel loved and welcomed at school while making learning fun and engaging. Our vision statement is a school family that provides a positive and nurturing environment for the whole child. The mission statement is passionate about loving to learn. Those are not just statements that were developed but beliefs that are practiced each day. All students are monitored by the teachers to ensure that the students are learning and progressing as needed. Processes are put in place for interventions and novice reduction students so that the students can develop at their level in an effort to close the achievement gap for our gap students as well as all of our learners. The school-wide master schedule allows for time in the instructional day for all students to receive instruction at their level in reading and math during our response to learning block of time.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

In the fall of 2018, we had 31% of the students in our school that needed interventions in reading and 21% of them were in the novice reduction group. By the end of the year, that number decreased significantly to 9% needing interventions and 20% of them in the novice reduction group. When adding the two groups of student together, that was a 23% decrease over the course of the year. In math, the students that needed interventions decreased from 11% to 4% and the novice reduction group decreased from 12% to 7%. In 2018-19 for reading, our African American gap group started with 7 students in interventions and novice reduction. By the spring of that year, no students in that gap group were in interventions for reading. In math, we had 5 students in interventions and novice reduction. By the end of the year, none of those students were in those groups.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Based on the Brigance data for the past two years, the school is showing overall improvement in kindergarten readiness. An increase of 8.5% occurred from 2016/17 to 2017/18 in overall readiness. For the students that were in state funded preschool, an increase of 7.5% readiness occurred in those two years.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

The area where Panther Academy lacks progress and has shown regression is in the disability gap group. In 2016/17, 54.5% of the students with disabilities were kindergarten ready. In 2017/18, that percentage dropped to almost half where 27.3. For the 2018/19 school year, the percentage of readiness dropped to 20%. The decline in kindergarten readiness for students with disabilities can be found not only in overall readiness, but in specific areas as well. In the academic/cognitive domain, a significant decline in the last two years occurred: 30% kindergarten ready in 2017/18 to 7.1 kindergarten ready in 2018/19. Language development for students with disabilities occurred too: 50% kindergarten ready in 2017/18 to 42.9% kindergarten ready in 2018/19. Physical development dropped from 40% in 2017/18 to 28.6% in 2018/19.

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

Delays in closing achievement gaps at Panther Academy could be attributed to several factors. The students in our school come to kindergarten from various backgrounds. Some have been in a public or private preschool or attended head start where they have had access to curriculum. Others were in day cares while the remainder were at home. Due to the various settings prior to attending kindergarten, our school has limited control over what many of the students learn or ever have exposure to possibly learning to help build prior knowledge. The overall decline in students with disabilities in preschool being kindergarten ready may be caused by the severity of the disabilities. Three or four of the students with disabilities screened were non-verbal students, yet they had to be screened with no accommodations or modifications.

F. 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.

Each teacher reports specific data on all students every month or two. The data is analyzed and discussed in PLC teams in order to work on plans to help those students that are not progressing or struggling in certain areas. This past year, the PLC teams reported and analyzed data on the gap groups also. An initial focus on the needs of the gap students helped to lessen the gap in some areas. The SBDM council discusses school data in most of the monthly meetings and talks about strategies to assist the students and resources that might help.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The school's professional development plan was developed to encompass several areas of growth throughout our building. One of those areas was a focus on the reading and writing instruction at the preschool and kindergarten level. All teachers participated in a professional development that worked to tie reading with writing as well as ways to incorporate four square writing in all content areas. As a school, we are working with more and more students that have trauma impacting their life and causing struggles in school and with their learning. All teachers and instructional assistants attended a training by a local mental health therapist on trauma informed care and ways to work with students that have experienced trauma. All staff gained a greater understanding of what trauma is, how it impacts learning and some tools to help those students learn. The teachers also completed training on culturally relevant classrooms. The teachers participated in activities that helped to create an awareness of minority student characteristics and strategies to help minority students achieve success at school. The staff is involved in ongoing learning on ways to effectively teach vocabulary to not only the gap students but all students to help close achievement gaps for all.

III. Planning the Work

Closing the Achievement 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).

The gap groups at Panther Academy are our African American, disability and economically disadvantaged students. Currently we have 14% of our students that are African American. Four of those students are receiving interventions in reading based on AimsWeb benchmark data in the fall of 2019. Three of those students are receiving interventions in math as a result of the benchmark data. Our goal for those students is for them to increase at least one level on AimsWeb by the end of the school year. Our disability group includes 29 students. Four of those students receive interventions in reading based on their score on AimsWeb. Our goal is for all of those students to progress at least one level on the benchmarking data. The number of students that are economical disadvantaged is 86. Twenty-two of those students receive reading interventions. Our goal is for 75% of those students to make progress so that they are at or above level. Twelve of those students receive math interventions. Our goal is for 75% of those students to make progress in math so that they are at or above level.

Closing the Achievement 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.


The summary is attached.

ATTACHMENTS

Attachment Name

 Panther Academy Gap Goal Summary 2019

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Panther Academy Gap Goal Summary 2019		• III
 Panther Academy Gap Group Identification 2019		• I

2019-20 Phase Three: Title I Annual Review Diagnostic Panther Academy

2019-20 Phase Three: Title I Annual Review Diagnostic

Panther Academy
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Last Modified: 12/20/2019
Status: Locked

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

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. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with 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. Describe the effectiveness of your needs assessment process.

The Elizabethtown Independent Schools Leadership team met on October 15th to begin the process of reviewing, analyzing, and applying data results. Ongoing meetings occur monthly and are documented through agendas and follow up communications. The team is comprised of the following members: Jon Ballard - Superintendent, Kelli Bush - Assistant Superintendent for Student Learning, Steve Smallwood - Assistant Superintendent for Student Services, Carole Brown - Director of Special Education, Shellee Godfrey - Professional Development Coordinator, Jennifer Burnham - High School Principal, BJ Henry - High School Assistant Principal, Dawn Swanke - Middle School Principal, Jessica Turner - Elementary Principal, Tim Mudd - Elementary Principal, Carla Kuhn - Elementary Principal, and Jack Breunig - Elementary Counselor. The primary session followed a specific protocol. First, the group determined the focus for the session by developing a set of questions that outlined what we hoped to learn from reviewing the data. Once the questions had been generated, the group reviewed the applicable data in order to record facts and statements from the results. For each question, the team utilized graphic organizers to record trends, strengths, and areas of concern. Finally, the team brainstormed hypothesis of practice for each question's data. Hypothesis of practice are statements that complete the stem "It could be that..." in order to assist in determining the reason(s) for each. This step in the protocol also included a closure activity that required the team to prioritize by selecting 2 strengths and 2 concerns for each ICBT statements and possible action strategies for maintenance and/or improvement were also noted.

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.

The school-wide master schedule allows for 30 minutes in reading and math for all students to acquire skills and instructional needs based on their independent levels. Along with the intervention students getting the needed interventions to help them, other groups include a novice reduction group, a reteach group and an enrichment group. The kindergarten and preschool PLC teams report and analyze data on their students monthly. They review the progress of their class holistically; however, they look at the students that are in the gap groups and discuss ideas or strategies to help those students increase achievement and perform on grade level. In kindergarten, the students are benchmarked using AimsWeb in the fall, winter and spring. The students falling in the lowest 10% receive daily interventions during small group instruction from intervention teachers. The students are monitored weekly to determine progress. If no progress is made after 6 data points, then discussions occur for what the next plan of action is for the student. This year the students who need additional support or are in a gap group are receiving additional help during our "Morning Motivator" which occurs after the students eat breakfast but are waiting for the school day to officially start.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Reviewing and evaluating the effectiveness of strategies in the school is accomplished in several ways. During PLCs, the teachers share and compare strategies that they are using in their classrooms monthly. The district RTL (Response to Learning) team meets to discuss students and their progress. When students are not making progress, they determine whether the student needs to change intervention and duration of the intervention, continue with the current intervention and re-evaluate progress at the next meeting, or does the student need to be referred for educational testing. Additionally, the SBDM discusses student progress monthly.

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).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Academically the school continues to achieve steady gains in reading and math. An area of concern this year is defiant, disruptive behavior that disrupt the educational process in many classes. These behaviors can attribute to loss of instructional time for all students which would have a negative impact on all students' academic performance. Most of the students that are struggling behaviorally have a history of trauma. Understanding how to effectively intervene, redirect and reengage students who exhibit these behaviors will be a focus for our school. The school will work to improve the PBIS and tier 2 and 3 RTB processes that has been established in an effort to help alter those behaviors that cause the student exhibiting those behaviors to struggle to learn but those in the class as well. Staff will continue to receive training and participate in book studies that allow them to better understand how to work with students from trauma experiences.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

The parent and family engagement program and processes at Panther Academy are in place to help parents feel as if they are in partnership with the school. The school year for preschool and kindergarten begins with a open house inviting parents into the school for individual classroom introductions as well as a school-wide assembly to discuss specifics about the school. Preschool begins and ends the school year with home visits to the students' homes in order to better connect with the families. Kindergarten families are given the opportunity to participate in parent-teacher conferences at least once a year. The school hosts three family events throughout the year in an effort to allow families the opportunity to come to school at a comfortable, relaxed time. The families have some just for fun activities with some simple academic experiences combined.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Most parents and families enjoy visiting our school throughout the school day as well as for family events. A parent survey was conducted to gather important feedback from the families concerning the overall perception and effectiveness of our Title 1 program. Based on a survey that was submitted earlier in the year, most families feel welcome during involvement events; however some families do not feel as if they have been asked or invited to help throughout the school day. Some classes have parent volunteers come in once a week to help work with small group centers, work on completing instructional materials that have been prepared by the teacher or work with individual students. One way to help families to have a better understanding of what is being expected of their child is to have them help in the classroom and participate in various activities. The school will work on events that allow parents to feel welcome and needed throughout the day in addition to nightly family events.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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