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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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.

Melanie GoverSeptember 30, 2019
2019-20 Cold Hill Elem. Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Cold Hill Elementary School
Melanie Gover
4012 West Laurel Road
London, Kentucky, 40741
United States of America

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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?

In order to review and analyze our school's data we take multiple steps to ensure that we have identified all students based on their performance level, gap population, along with various other methods. Our "leadership team" includes the Principal, Guidance Counselor, Librarian, Special Ed. Teacher, and lead Instructional Assistant (Interventionist). The team meets regularly to discuss progress being made and if we need to change approach or type of intervention. Principal meets with classroom teachers often during PLC's to discuss progress and classroom data. The principal works with the Cold Hill SBDM Council in order to provide information and receive feedback.
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.

68.7% of all students scored Proficient/Distinguished on 2019 KPREP in Reading (slight decline from 2087)-68.7% of all students scored Proficient/Distinguished on 2019 KPREP in Math (slight increase from 2018)-We saw a decreases in Prof/Dist. in Social Studies. On-Demand scores maintained a 70.2% Proficient/Distinguished. Science increased from 32.5% to 44%. Our school’s greatest concern is in the area of growth. We have worked to identify any student that did not show growth and worked on a plan to correct this issue. We are monitoring student intervention and progress monthly during PLC’s, DRT, and Leadership meetings.
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.

Our growth rating was 44.8 labeled "very low". We have focused all of our efforts to discover the reason for the decline and work to improve specific student progress.
Trends

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

Although, no gap groups were identified through the KPREP assessment. Our special education population is growing. We need to ensure that we continue to closely monitor and work towards closing any gap that may show between students with IEPs and students without.
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

We were able to screen the students earlier to have a baseline for each individual. Then the staff worked to create plans for every student falling below the proficiency rate. We are working to identify missing skills/standards and pull those students in small groups to meet their needs. We also are working during classroom enrichment time to expose our high achieving students to more rigorous content to hopefully increase our % of P/D.
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%.

Our achievement scores have been consistently above the state and district averages. On-Demand is a school strength. We will also like to build on the gain in science.
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2019-20 Cold Hill Elem. School Assurances

2019-20 Phase Two: School Assurances

Cold Hill Elementary School
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4012 West Laurel Road
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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.
1. The Every Study 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
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.
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.
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
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
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
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2019-20 Cold Hill Elem. School Safety Report

2019-20 Phase Two: School Safety Report

Cold Hill Elementary School
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School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.
Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes, Cold Hill Elementary maintains a "School Emergency Organization Plan" (last revised Aug. 2018). This plan is approved and is in accordance with District Board Policy.

2. Has the school provided local first responders with a copy of the school’s emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

5. Was the school’s emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the school’s emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

Yes

6. Did the principal discuss the emergency plan with all school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*
Yes

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is “no”, please explain in the comment box.

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is “no”, please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond “no” and please explain further in the comment box.

Yes
| Attachment Name | Description | Associated Item(s) |
2019-20 Cold Hill Elem. Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Cold Hill Elementary School
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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 goals 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, Baldridge, 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.

NA

**ATTACHMENTS**

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2019-20 Phase Three: Executive Summary for Schools

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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?

Cold Hill Elementary, home of the Cubs, is located in one of the most desirable and ever growing areas of Laurel County. Cold Hill Elementary continues to be an established school of high standards and excellence. Each year all the staff of Cold Hill Elementary makes strides to build upon, the long standing tradition of excellence that is associated with this fine institution. The teachers of Cold Hill Elementary work diligently with parents, and stakeholders, to foster an atmosphere that promotes a learning community characterized by child-centered instruction. Our student population saw an incredible increase for the 2019 - 2020 school year allowing us to add two new teachers and classrooms. We currently have approximately 285 students enrolled.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Cold Hill Elementary School is to teach and guide ALL children to be successful students and good citizens. School's Purpose - Cold Hill Elementary school embodies its purpose through its program offerings and expectations for students. School's Beliefs - We believe the purpose of our school is to provide the best possible atmosphere for teaching and learning. We believe that each child is an unique individual, capable of learning at his or her own rate of development. We believe in beginning each day with positive attitudes in order to achieve positive outcomes.

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.

Increased Science Proficiency from 38% to 44.2%. Maintained OD Proficiency of 70%. Scored in the top 1/2 of the district in Achievement among very successful schools. Proficiency and Separate Indicators were labeled as high by the state.

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.

NA

Additional Information

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

Cold Hill Elementary strives to provide an outstanding learning environment for the students of Laurel County. Student centered instruction provide the essential framework for a successful elementary education. Although student academic success is the driving factor behind many of our school programs, the environment at Cold Hill Elementary allows students to learn life skills that
will allow them to be better citizens and leaders. The school has a plethora of extra-curricular activities that are suitable for all students that attend the school. Sports programs such as Basketball, Cheerleading, and Archery promote healthy lifestyles and teach students the importance of being on a team. These programs also strive to instill leadership skills in all students that participate, all while feeding the competitive spirit that resides in all athletes.
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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.

See attachment Free/Reduced Price Meals Students with Disabilities

ATTACHMENTS

Attachment Name

Achievement Gap Group Identification 2019 - 2020 CHES
II. Achievement Gap Analysis

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

Cold Hill Elementary, home of the Cubs, is located in one of the most beautiful and ever growing areas of Laurel County. Cold Hill Elementary continues to be an established school of high standards and excellence. Each year all the staff of Cold Hill Elementary makes great effort to build upon, the long standing tradition of excellence that is associated with this fine institution. The teachers of Cold Hill Elementary work diligently with parents, and stakeholders, to foster an atmosphere that promotes a learning community characterized by child-centered instruction. The Cold Hill Elementary School vision is that of a school that values the cooperative effort between school, home, and community. Our collective challenge is to create opportunities for every child to experience academic success, contribute to our society, and possess a strong sense of self-worth. Our school shall provide students with a safe and secure learning environment where they may take advantage of a wide variety of resources and learning strategies. We will accommodate different learning styles, celebrate diversity, and meet the individual needs of each student, because we recognize that every child in our community is unique. We will continue to grow as professionals, collaborate, and provide consistency, so our students can achieve their highest academic level. The staff, recognizing the changing nature of society, education and the profession, will utilize current knowledge and assessments to enhance the learning process. We are committed to creating a program where all students can achieve their maximum potential.

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

As we analyze the information from the 2018-2019 K-PREP, we found both areas to celebrate and areas that still require our focused attention. We have continued to make great strides in reducing novice in all population areas. Unfortunately, during this assessment window we saw a decline in our P/D percentages in all population groups. Although this decline was small and we were labeled as HIGH in the Proficiency Indicator and Separate Indicator we are working very hard to identify ways to increase P/D and to monitor progress closely.

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.

The staff successfully implemented strategies that made great strides in closing the achievement gap especially in Reading. We still have work to do in the area of Math. Math P/D % is an area of need overall for us this year. Reading Total Population 68.7, F/R Lunch 65.3, Students w/ Disabilities 63.2 Math Total Population 68.7, F/R Lunch 56.9, Students w/ Disabilities 52.6

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.

We need to continue to work on closing an achievement gap in Math among both of these groups (F/R Lunch and Students with Disabilities). 2018 - 2019 - Math Total Population 68.7, F/R Lunch 56.9, Students w/ Disabilities 52.6 2017 - 2018 - Math Total Population 81.9, F/R Lunch 78.5, Students w/ Disabilities 70.6
E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

We will continue the excellent work that was done in Reading to make significant gains on closing the gap. We will train as a staff and refocus our attentions on how to make those same gains in Math.

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.

Our school used multiple key strategies to help close the identified achievement gaps in our free and reduced lunch population, and disability population. First, we identified students based on student performance on last year's KPREP assessment. We also utilized our benchmark assessments to target specific student skills for instruction and remediation as well as to track progress. Student who needed additional assistance in math, reading, or writing were afforded opportunities to work on specific, identified, areas of need in the TIES program. This program, in corroboration with specific classroom interventions have allowed us to make essential progress in closing our achievement gap. Lastly, an open line of communication with our parents is vital. We work diligently to ensure that guardians are made aware of student progress.

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.)

Our school is currently offering after school programs that are designed to focus help and assistance on the students that are scoring below proficiency on our school-wide benchmark assessments. The students are invited to participate in programs that are specifically designed to identify and decrease any standard deficiencies.
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).

See CSIP document below. (Includes GAP Goals)

ATTACHMENTS
Attachment Name

Comprehensive Improvement Plan for School 2019 - 2020 CHES

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.

See CSIP document below. (Includes GAP Goals)

ATTACHMENTS
Attachment Name

GAP Goals - Comprehensive Improvement Plan for School 2019 - 2020 CHES
<table>
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<tr>
<th>Attachment Name</th>
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2019-20 Phase Three: Title I Annual Review Diagnostic

Cold Hill Elementary School
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Last Modified: 12/31/2020
Status: Locked
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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.

In order to review and analyze our schools data we take multiple steps to ensure that we have identified all students based on their performance level, gap population, along with various other methods. Our "leadership team" includes the Principal, Guidance Counselor, Librarian, Special Ed. Teacher, and lead Instructional Assistant (Interventionist) meets regularly to discuss progress being made and if we need to change approach or type of intervention. Principal meets with classroom teachers often during PLC's to discuss progress and classroom data. The principal works with the Cold Hill SBDM Council in order to provide information and receive feedback.
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.

As we analyze the information from the 2018 - 2019 KPREP data we found both areas to celebrate and areas that still require our focused attention. The staff successfully implemented strategies that made great strides in closing the achievement gap in Reading in both areas: Free/Reduced Lunch students and Students with Disabilities. Reading Total Population 68.7, F/R Lunch 65.3, Students w/ Disabilities 63.2 We have increased tracking of students considered "on the bubble" between apprentice and proficient through school - wide decile charts. Our teachers are also using iReady instruction to guide individual plans for each student. This allows teachers to target specific standards and skills that that student needs to show growth.

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.

We use the iReady Benchmark Assessment given three times a year to evaluate our progress. This data is analyzed at the school and district level. We discuss our findings during PLC's between grade level teammates, administration team, and with the district Curriculum Supervisor. Overall proficiency, National percentiles, growth, and missing standards or skills is all considered during analysis. We also look at previous year's KPREP data, Standards Mastery Checks, Fluency and Comprehension Checks.
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?

NA
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.

Our Parent and Family Engagement is lead by the principal and the Family Resource Coordinator. We send out regular parent letters, one-calls, and Remind 101 messages to keep our parents informed of school information. The FRC surveys and provides our families with any of the basic necessities they may need to help their child be successful. Parents are offered opportunities to volunteer in class and visit our school. Our librarian offers many Family Reading nights throughout the year. Also, school personnel conducts home visits to help build a community relationship.

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

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