

# 2019-20 Plan SMS

## Phillip Sharp Middle School

### Vision

United in Pursuing Excellence

### Mission

PCS is committed to graduating every student college and/or career ready.

### Beliefs

We believe all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

#### Proficiency

#### Objectives

- Provide students with relevant and rigorous learning opportunities.

#### Critical Initiatives

- Ensure congruency is present between standards, learning targets, and assessment measures.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn
- Ensure that standardized assessment results are used appropriately to propel student achievement

#### Ach. Gap/Growth

#### Objectives

- Provide more active personalized learning opportunities to support student readiness.

#### Critical Initiatives

- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Ensure that all users of assessment data use information to benefit student learning
- Use assessments to help students assess and adjust their own learning & implement student participation in self-assessment & goal setting.

#### Sep Academic Indicator

#### Objectives

- Provide students with relevant and rigorous learning opportunities.

#### Critical Initiatives

- Ensure congruency is present between standards, learning targets, and assessment measures.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn
- Ensure that standardized assessment results are used appropriately to propel student achievement

### Key Measures

- Lesson Plans
- Formative and Summative Assessments
- Common Unit Assessments
- PLC Documentation Sheets
- STAR data
- Common Unit Assessment
- Lesson Plans
- Lesson Plans
- CUAs
- PLC documentation sheets
- PLC documents
- Data analysis sheets
- RTI paperwork

### Key Measures

- Lesson Plans
- Formal and informal teacher observations
- PD plan
- PD documentation
- PLC documentation
- Formal and informal teacher observations
- Data analysis sheets
- Student goal setting
- Goal setting documents

### Key Measures

- Lesson plans
- Formative & summative assessments
- PLC documentation
- PLC documentation
- Formal and informal teacher observations
- lesson plans
- formal & informal teacher observations
- Common Unit Assessments
- CUA's
- STAR data
- Data analysis documentation
- RTI paperwork

#### Objective

Provide students with relevant and rigorous learning opportunities.

##### Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

**Start Date:** 07/01/2019

**End Date:** 06/01/2021

##### Key Measures

Lesson Plans

Formative and Summative Assessments

Common Unit Assessments

##### Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.

**Start Date:** 08/01/2019

**End Date:** 05/31/2021

##### Key Measures

PLC Documentation Sheets

STAR data

Common Unit Assessment

Lesson Plans

##### Critical Initiative

Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn

**Start Date:** 08/01/2019

**End Date:** 05/31/2021

##### Key Measures

Lesson Plans

CUAs

PLC documentation sheets

##### Critical Initiative

Ensure that standardized assessment results are used appropriately to propel student achievement

**Start Date:** 08/01/2019

**End Date:** 05/31/2021

##### Key Measures

PLC documents

Data analysis sheets

RTI paperwork

### Objective

Provide more active personalized learning opportunities to support student readiness.

#### Critical Initiative

Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Start Date: 09/03/2019

End Date: 05/31/2021

#### Key Measures

Lesson Plans

Formal and informal teacher observations

#### Critical Initiative

Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Start Date: 07/31/2019

End Date: 07/01/2021

#### Key Measures

PD plan

PD documentation

#### Critical Initiative

Ensure that all users of assessment data use information to benefit student learning

Start Date: 09/03/2019

End Date: 05/31/2021

#### Key Measures

PLC documentation

Formal and informal teacher observations

Data analysis sheets

#### Critical Initiative

Use assessments to help students assess and adjust their own learning & implement student participation in self-assessment & goal setting.

Start Date: 07/31/2019

End Date: 06/01/2021

#### Key Measures

Student goal setting

Goal setting documents

### Objective

Provide students with relevant and rigorous learning opportunities.

#### Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

Start Date: 08/01/2019

End Date: 05/31/2021

#### Key Measures

Lesson plans

Formative & summative assessments

PLC documentation

#### Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments

Start Date: 08/01/2019

End Date: 05/31/2021

#### Key Measures

PLC documentation

Formal and informal teacher observations

#### Critical Initiative

Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn

Start Date: 08/01/2019

End Date: 05/31/2021

#### Key Measures

lesson plans

formal & informal teacher observations

Common Unit Assessments

#### Critical Initiative

Ensure that standardized assessment results are used appropriately to propel student achievement

Start Date: 08/01/2019

End Date: 05/31/2021

#### Key Measures

CUA's

STAR data

Data analysis documentation

RTI paperwork

### Proficiency

#### Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

**Objective:** Provide students with relevant and rigorous learning opportunities.

#### Activity

Deconstruct standards

**Person responsible:** Curriculum Director/Admin

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource:

Other Resource: PL days

**Activity Measure(s)**

Minutes

**Benchmark(s)**

Benchmark:

**Target Date:**

## Activity

Revise Unit maps/Curriculum

**Person responsible:** Curr. Director/Admin

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource:

Other Resource: PL days/Planning period time

**Activity Measure(s)**

**Benchmark(s)**

Completed documents

Benchmark:

**Target Date:**

## Activity

Revise unit assessments

**Person responsible:** Curr. director/admin/teachers

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource:

Other Resource: PL days, plan time

**Activity Measure(s)**

**Benchmark(s)**

Revised assessment

Benchmark:

**Target Date:**

## Activity

Add/create/modify activities & resources

**Person responsible:** Admin/Curr Director

**Launch Date:** 08/01/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Completed lesson plans/unit maps that include activities used to teach standards

Benchmark:

**Target Date:**

### Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.

**Objective:** Provide students with relevant and rigorous learning opportunities.

### Activity

Assessment analysis in PLC's

**Person responsible:** Admin

**Launch Date:** 09/03/2019

#### **Required Resources:**

Financial Resource:

Other Resource: CUA's, Curriculum Maps, Standards documents

#### **Activity Measure(s)**

#### **Benchmark(s)**

PLC data analysis forms and minutes

**Benchmark:**

**Target Date:**



Proficiency

Critical Initiative

Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn

**Objective:** Provide students with relevant and rigorous learning opportunities.

Activity

Revise Curriculum maps according to new standards

**Person responsible:** Curr Director/Admin

**Launch Date:** 11/12/2019

**Required Resources:**

Financial Resource:  
Other Resource: PL days and PLC

**Activity Measure(s)**

**Benchmark(s)**

Completed revised curr maps that include assignments, activities, and assessments

**Benchmark:**

**Target Date:**

**Critical Initiative**

Ensure that standardized assessment results are used appropriately to propel student achievement

**Objective:** Provide students with relevant and rigorous learning opportunities.

Activity

Analyze STAR assessment data each test period

**Person responsible:** Admin/Curr Director

**Launch Date:** 11/19/2019

**Required Resources:**

Financial Resource:  
Other Resource: Educlimber program  
STAR reports

**Activity Measure(s)**

**Benchmark(s)**

Star analysis forms and minutes from PLC

Benchmark:

Target Date:

Activity

Analyze Kprep data

**Person responsible:** Curr Director/Admin

**Launch Date:** 10/01/2019

**Required Resources:**

Financial Resource:  
Other Resource: KASC reports

**Activity Measure(s)**

**Benchmark(s)**

Completed data analysis reports from  
KASC

Benchmark:

Target Date:

Activity

Train staff on use of STAR resources

**Person responsible:** Curr Director

**Launch Date:** 10/16/2019

**Required Resources:**

Financial Resource:  
Other Resource: STAR assessment resources

**Activity Measure(s)**

**Benchmark(s)**

Completed training

Benchmark:

Target Date:

**Critical Initiative**

Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

**Objective:** Provide more active personalized learning opportunities to support student readiness.

Activity

Kagan engagement PD's (select staff)

**Person responsible:** Admin/ Curr Director

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource: \$2000.00

Other Resource: Resource books

**Activity Measure(s)**

**Benchmark(s)**

Completed PD, Observation of classrooms

Benchmark:

Target Date:

# Activity

21st century Program

**Person responsible:**

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource: \$100000.00

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Student enrollment in Wildcat Club

Benchmark:

**Target Date:**

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## Activity

lenovo devices 1:1

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**Person responsible:** TRT/Library Media Specialist/  
CIO

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource: \$15000.00  
Other Resource: Lenovo  
Repair budget

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**Activity Measure(s)**

**Benchmark(s)**

1:1 device use by students

Benchmark:

**Target Date:**

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## Activity

PD for Tier 1 instruction

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**Person responsible:** Curr Director/Admin

**Launch Date:** 11/19/2019

**Required Resources:**

Financial Resource:  
Other Resource:

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**Activity Measure(s)**

**Benchmark(s)**

Sign in sheets

Benchmark:

**Target Date:**

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## Activity

Intervention platforms used

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**Person responsible:** Admin

**Launch Date:** 08/01/2019

**Required Resources:**

Financial Resource: \$2500.00  
Other Resource:

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**Activity Measure(s)**

**Benchmark(s)**

Using MobyMax, Freckle, and star lesson  
planner as resourced for those not  
meeting benchmarks

Benchmark:

**Target Date:**

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### Critical Initiative

Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

**Objective:** Provide more active personalized learning opportunities to support student readiness.

### Activity

Literacy Strategies PD

**Person responsible:** Curr Director/ Admin

**Launch Date:** 12/04/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Sign in Sheets

Benchmark:

Target Date:

### Activity

PLC's share instructional strategies

**Person responsible:** Admin

**Launch Date:** 09/03/2019

**Required Resources:**

Financial Resource:

Other Resource: Minutes

**Activity Measure(s)**

**Benchmark(s)**

### Activity

Attend PD's at NKCES regarding high yield strategi

**Person responsible:** Admin

**Launch Date:** 09/02/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Select teachers attend PD at NKCES

Benchmark:

Target Date:

### Critical Initiative

Ensure that all users of assessment data use information to benefit student learning

**Objective:** Provide more active personalized learning opportunities to support student readiness.

### Activity

PLC analysis of data

**Person responsible:** Admin

**Launch Date:** 08/14/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Lesson Plans

Benchmark:

Target Date:

### Activity

Revise instruction/Reteach

**Person responsible:** Admin/Curr director

**Launch Date:** 09/02/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Teachers will implement new strategies in lessons to reteach standards not mastered as shown on star or CUA

Benchmark:

Target Date:

Critical Initiative

Use assessments to help students assess and adjust their own learning & implement student participation in self-assessment & goal setting.

Objective: Provide more active personalized learning opportunities to support student readiness.

Activity

Train teachers for new STAR goal setting protocol

Person responsible:

Launch Date: 10/16/2019

Required Resources:

- Financial Resource:
- Other Resource: STAR
- Educlimber
- Kprep data
- Goal setting sheets

Activity Measure(s)

Benchmark(s)

Student goal sheets

Benchmark:

Target Date:

Activity

Students set goals based on star data

Person responsible: Admin/Curr Director

Launch Date: 11/11/2019

Required Resources:

- Financial Resource:
- Other Resource: Star data
- Goal setting forms

Activity Measure(s)

Benchmark(s)

Students will set goals for upcoming star tests based on benchmarks and current level

Benchmark:

Target Date:



Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Deconstruct standards

Person responsible: Curr Dir/Admin

Launch Date: 09/03/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

PLC minutes

Benchmark:

Target Date:

Deconstructed standards

Activity

Revise unit map and assessments

Person responsible: Curr Director/Admin

Launch Date: 09/03/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

Completed maps and assessments

Benchmark:

Target Date:

**Critical Initiative**

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments

**Objective:** Provide students with relevant and rigorous learning opportunities.

Activity

PD of instructional strategies, including Tier 1

**Person responsible:** Curr Director

**Launch Date:** 09/03/2019

**Required Resources:**

Financial Resource:  
Other Resource: PLC analysis forms

**Activity Measure(s)**

**Benchmark(s)**

Minutes

Benchmark:

Target Date:

PLC forms

### Critical Initiative

Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn

**Objective:** Provide students with relevant and rigorous learning opportunities.

### Activity

Revise curriculum maps to revise activities

**Person responsible:** Admin

**Launch Date:** 09/03/2019

**Required Resources:**

Financial Resource:

Other Resource: PLC

**Activity Measure(s)**

**Benchmark(s)**

PLC minutes

Benchmark:

Target Date:

### Critical Initiative

Ensure that standardized assessment results are used appropriately to propel student achievement

**Objective:** Provide students with relevant and rigorous learning opportunities.

### Activity

STAR training/PD

**Person responsible:** Curr Director/Admin

**Launch Date:** 10/14/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Sign in sheets

Benchmark:

Target Date:

### Activity

Kprep Data analyiss

**Person responsible:** Admin

**Launch Date:** 10/14/2019

**Required Resources:**

Financial Resource:

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

Data analysis forms

Benchmark:

Target Date:

## **2019-20 Phase Two: School Safety Report\_09042019\_14:22**

2019-20 Phase Two: School Safety Report

### **Phillip Sharp Middle School**

David Sledd  
35 Wright Rd  
Butler, Kentucky, 41006  
United States of America

Last Modified: 10/29/2019

Status: Locked

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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

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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

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 8-21-2019

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 8-12-2019

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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: School Assurances\_09042019\_14:22

2019-20 Phase Two: School Assurances

### **Phillip Sharp Middle School**

David Sledd  
35 Wright Rd  
Butler, Kentucky, 41006  
United States of America

Last Modified: 10/25/2019

Status: Locked

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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.

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## 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**

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## 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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Title I Annual Review Diagnostic\_09042019\_14:23**

2019-20 Phase Three: Title I Annual Review Diagnostic

**Phillip Sharp Middle School**

David Sledd  
35 Wright Rd  
Butler, Kentucky, 41006  
United States of America

Last Modified: 11/25/2019

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.

Sharp Middle School has utilized multiple sources of data (classroom observations, surveys, KPREP reports, STAR reports, CUA reports, and PLC agendas and minutes) to identify reading, math and writing as areas of instructional need for all students. Stakeholders involved in the review of this data included: regular education teachers, special education teachers, district curriculum coordinators, school administrators and SBDM council. Meetings were held with all certified staff to assist with data de-construction and analysis as well as trainings for STAR goal setting and instructional planning. Parents were invited to all SBDM meetings and school activities in order to provide input (both verbal and via surveys) regarding our school-wide program.

## 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 schoolwide plan has been implemented as it was written for the 2018-2019 school year. Teachers met monthly in PLC's and as departments to analyze STAR, KPREP, common unit and formative assessment data to identify learning gaps for the students in the identified gap groups (free/reduced lunch and students with disabilities). All SMS teachers participated in professional development focused on curriculum review and assessment revisions. This work continued monthly at PLC meetings centered on students performance, standards review and growth. Research based programs such as ReadWorks, MobyMax, and Coach Digital were used for students struggling with specific skills in reading and/or math and teachers received training on and utilizing the results of Renaissance STAR assessment to drive instruction. New teachers (1st & 2nd year) across the district had the opportunity to attend training on topics such as: classroom management, connections with families and parents, instructional strategies, working with diverse learners, and synergy. The process for reviewing, analyzing and applying data (CUA, SWIS Behavioral Data, RtI Progress Monitoring, STAR, MobyMax, Scrimmage Tests, K-PREP) at SMS includes meeting via: PLC, Planning Periods, Faculty Meetings, Grade Level & Department Lead Meetings and Administrative Team meetings. The frequency of these meetings varies from weekly to monthly depending on the group. We coordinate our efforts with district personnel support. Instructional decisions are made in these meetings based on data reviewed by the stakeholders. Information from these meetings are shared with the SBDM Council, Grade Level & Department Leads and District Leaders monthly. All of these meetings are documented with an agenda and sign in sheet.

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.

Teacher skills utilizing STAR as the district diagnostic tool were further developed to group all students (including students with disabilities) based on skill deficits or areas of enrichment. This method was highly effective in identifying students academic needs in both reading and math. Special Education staff reviewed all student data and developed an individualized plan for all students to support growth in reading and math. Programs utilized were MobyMax, STAR, ReadWorks, and Coach Digital. Progress monitoring was maintained for individual student goals. We utilized a multi-tiered service delivery Response to Intervention model patterned after the Kentucky System of Interventions. Students who fall below benchmark and are not experiencing success with core instruction alone receive Tier 2 service, which combines core instruction with supplemental intervention. Students not making adequate progress with T1 and T2 receive Tier 3, or more intensive supplemental instruction provided along with core instruction. A detailed Individualized Service Plan outlines evidence-based interventions appropriate for identified areas of need and specifies ongoing progress monitoring, used to determine the extent to which students are benefiting from the intervention. Tracking and progress records ensure fidelity of implementation. Parents are notified of RTI meetings and given progress updates at least 6 times

yearly. Students are identified for assistance by RTI teams that analyze data, recommend students for RTI and determine both eligibility and tier movement. Time was incorporated into the daily schedule to allow for differentiated instruction to these groups. An instructional assistant and the ESS daytime waiver tutor were utilized to assist students not meeting benchmark with reading and math instruction. The Data Review Team met every six weeks to review student progress and determine adjustments to the instructional strategies. Every student identified as needing additional supports in reading and/or math received an individualized instructional plan to meet their specific needs. This change was effective in that it allowed us to provide individualized attention to students' learning deficits. The master schedule allowed for student movement into and out of academic supports in reading and math. Collaboration also occurred with the director of the 21st Century CCLC program (Wildcat Club) after school program to refer students who would benefit from extra wrap around supports, specifically in reading and math.

## 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?

SMS is in the process of new administrative transition and will continue to refine current programs and practices that are being implemented. No major changes are expected to next year's schoolwide program.

## 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.

Sharp Middle School utilized funds to provide parents with helpful tips and guidance in their child's development through the use of eTips via the school website and Facebook pages. The eTips program provides an opportunity for parents to respond in the comments section or to contact the school directly. Parent support materials were purchased entitled "Your Guide To Helping Your Child Succeed In Middle School". This spiral bound reader enables parents to quickly and easily find helpful advice on supporting their middle schooler's education with this quick reference tool. This guide encourages parents to visit the new school and meet teachers in advance, get involved in extracurricular activities, handle academic challenges by setting high expectations and creating a learning environment at home, and encourage healthy habits. These resources were made available to parents at parent/teacher conferences as well as to parents of new students along with other school related events including transition events and parent meetings. We are always working to improve parent engagement for school programs, activities and events. New this year is the addition of the Infinite Campus (IC) messenger tool that sends an alert message to the parent/guardian IC inbox and email notifying parents if their child has a missing assignment or an overall failing grade. This has greatly increased the parent communication with teachers and school administration regarding their child's academic success. Overall, parent feedback is very positive about the addition of this notification tool. This year we had 113 families attend parent teacher conferences. This demonstrates that we need to continue to promote positive growth and involvement of our families and we hope to continue to build on with future events. This year we hosted our 2nd annual Family Literacy Night held on November 20th, that focused on Language Arts, Social Studies and our arts related Enrichment classes. Staff developed literacy based interactive activities for students and their families, with all students receiving a book of their choice. We had 106 students and 73 adults in attendance, about the same as last year's event. Last spring we hosted a Family Literacy STEM Night on March 19th with a focus on Science and Math. We had 34 families in attendance. Parents surveys about the event indicated they enjoyed the event, felt it provided positive family time and encouraged them to learn new things about STEM. Additional feedback was received about future family nights and the activities they most enjoyed participating in. We plan to host a STEM Night again this spring. Also new last year the PBIS Tier I Team hosted a Polar Pals Holiday Gift Shop in December, staffed by parent volunteers, providing a service to our students to do their own holiday shopping. School administration recognized the Parent Advisory Committee structure was no longer best supporting

our students, and with the initiative provided by parents, have dissolved the PAC and have started a new Parent/Teacher organization, that received school board approval in October.

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

SMS is in the process of new administrative transition and will continue to refine current programs and practices that are being implemented. No major changes are expected to next year's school-wide program.



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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