2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Prestonsburg High School
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825 Blackcat Boulevard
Prestonsburg, Kentucky, 41653
United States of America

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Status: Open
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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.
Ricky Thacker, 8-26-19
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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, 8-15-19

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, 8-6-19

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, as reported by Floyd County District Safety Coordinator.
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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?

Prestonsburg High School faculty and staff completes their non disclosure agreements to look at data. During weekly PLC's staff members look at data, name and claim, and explore opportunities to improve Proficient/Distinguished percentages while decreasing our Novice rate. On 10-7-19, Prestonsburg High School faculty completed their in service day by exploring data and completing data worksheets on ACT and CERT data. (Please see attachment). PLC's are held weekly, meetings are documented on PLC sheets, and sheets are submitted into PLC notebooks.

ATTACHMENTS

Attachment Name

- PHS Data
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.

- Biggest areas of need are Math and Science in w/ disabilities population. Low scores in reading, math, and science.
- On-Demand Writings 46% of tested students were Proficient or Distinguished.
- Teacher attendance. Teacher attendance rate was 93.08% for the 2018-19 school year- a decrease from 93.86% in 2017-18.
- Behavior events: There were 185 behavior events in the 2018-19 school year- a decrease from 322 events in 2017-18. Number of students assigned In School suspension decreased from 115 students in 2017-18 to 82 students in 2018-19. Out of School suspension increased from 58 students in 2017-18 to 63 students in 2018-19.

ATTACHMENTS

Attachment Name

PHS Data
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.

Math and Science w/ disabilities. 0% of tested population was proficient or distinguished.

**ATTACHMENTS**

**Attachment Name**

- PHS Data
Trends

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

Academic: Math w/ Disabilities
Behavior: Out of school suspensions
Cultural: Alignment of teaching to grade level standards

ATTACHMENTS

Attachment Name

PHS Data
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Design and Deploy Standards. Validate that teachers are instructing using the current curriculum and that instruction is on or above grade level. Rigorous expectations. Monitoring teachers and providing effective feedback. Allowing PD opportunities and peer observations for all teachers.

ATTACHMENTS
Attachment Name

PHS Data
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%.

Graduation Rate at or above 95%. Utilization of Gear-Up Program and implementing the district's Multi-Tiered System to identify students in need. On Demand Writing scores.

**ATTACHMENTS**

**Attachment Name**

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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.
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.

This year we approached the needs assessment differently. As a faculty, we made use of a Data Day. It was on this day that teachers met and worked in PLC content groups and then grade level teams to look at all data and then make decisions regarding practices that were working and new strategies they would need, along with specific PD needs. Teachers filled in worksheets to track their work throughout the day and at various times we met back as a team to discuss "aha" moments. Large sheets hung around the room for groups to list strategies they would no longer use as well as new strategies they wanted to try. Administration met with each team to encourage them in regards to taking risks. Most of our staff is in the latter part of their careers. At a later date, our high school also offered a Parent Cafe. This night encouraged parents to attend and then we rotated parents through various stations to get their input and strengthen parent partnerships. Parent input included concerns regarding digital changes, and school-wide practices to promote student mental health. The principal also met with the district leadership team to review scores and look at school-wide practices to increase student achievement. District-wide Directors also visit the school and assist on evaluation of programs along with provide input on PD opportunities.
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.

Our lowest-achieving students are in the Math content area and specifically include our students with IEP’s. To increase student achievement, the professional growth plan for our math and special education teachers included Professional development in the following areas: Special Education conferences with break-out sessions geared toward strategies to assist students in high school math, Explicit Instruction PD held within our district, Math trainings from our local education Co-Op as well as the National Math Conference. These strategies are beginning to lead to improvement; however, we have two new math teachers this year and that will also impact the math team and their ability to implement department-wide strategies for all students. Teachers use the STAR Math for special education students to track their progress. The probes in STAR Math allow them to monitor closely the strategies that are working for specific students. Other measures are gathered from CERT testing and ACT practices. Students use goal-setting promoted by the Co-Teaching for Gap Closure (CTG4C) and Plan-Do-Study-Act. Students participate in Advisor/Advisee courses on Fridays. During this one hour block, students are assigned to teachers for extended resource or enrichment opportunities based on need. There is a rotation system that teachers developed on our Data Day that allows them to rotate students through. Specially designed instruction for students who need it as well as additional supports for students who need some extra practice. Other students may receive ACT practice/strategies, while still others can get reading assistance, or college application assistance.

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.

Teachers meet twice every week in PLC. During this time they look at standards, their assignments, and specific students to track student progress. Data boards in the PLC room make everyone aware of what students in particular are falling behind, and then teachers can discuss strategies to address specific student needs. Progress monitoring and students meeting goals are monitored closely. In faculty meetings, teachers share strategies they have learned from various PD opportunities. SIT team meetings allow us to address non-IEP students on a regular basis and update learning plans for students who are falling behind in content areas (especially Math and Reading).
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?

Though we are a digital district, there are some school-wide changes we are making in the area of math. Previously we have used an online program called MathXL. This year we are approaching a back-to-basics approach using paper/pencil. Students will be keeping math notebooks and the practice will be daily drills using their notes and teacher explicit instruction for Algebra I, Algebra II, and Geometry. Curriculum and course equity are important to Prestonsburg High School. Title I funds at PHS are primarily used to assist to provide an equitable curriculum and course offerings, provide 1.8 certified positions, and instructional resources (science, reading, and math).
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.

Prestonsburg High School is always looking for ways to strengthen the parent partnership. We do work closely with our Advisory Board (made up of parents and community partners) as well as make heavy use of our Parent Cafes, and SBDM council. The Advisory Board meets every month and is effective in updating our compact as we work to improve face-to-face communication. We also have a transition readiness council with parents on it that meets quarterly so we can continually increase the opportunities for our students within the local business community. Our open-house and freshmen orientation meetings are our standard for welcoming students and making them aware of the responsibilities of all for our students. Our parent attendance at these has tripled over the last few years. We have worked to make our school more parent-welcoming by providing trainings for our office staff and highlighting student success within the community. We also make use of social media (school twitter, Instagram, FB, and student broadcasts). Our webpage is constantly updated and we are reducing barriers to encourage parent involvement by opening up the school to more community events, thus making the school a more highly focused component within the community.

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

The Parent Cafes are an area that need stronger support. Our YSC director was the primary overseer of this project; however, more support in this area could turn it into a stronger partnership. Based on parent input we were able to garner parent concerns (surveys and parent cafes) so that in this next year we can gear the Parent Cafes to specific parent concerns rather than providing a broad range of information.
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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.

Attached

ATTACHMENTS
Attachment Name

2019 Prestonsburg High School Gap Group Spreadsheet
II. Achievement Gap Analysis

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

Our school participates in the free breakfast and lunch program for all students which assists in
some students who may be close to qualifying for those services. Two-thirds of our senior class
qualify for free/reduced lunch. PLC's intentionally focus on the achievement gap populations with
"name and claim" approach. Those students are identified and listed for each content area and are
a focus of our Data Day Analysis.

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

There were no content areas where the gap was closed. Although Reading has improved in the
group with free/reduced lunch (above the district average) we continue to work on that group and
have also seen slight improvement with the percentage of Proficient. There still exists a significant
gap in the following subjects: reading, math, science.

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.

There has been improvement in IEP reading and in ODW. The English department has been very
focused on students and their individual goal-setting. Although we are seeing improvement, the
student scores are still not where we want them to be.

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 have seen a lack of progression in the area of Math (IEP) and Science (IEP).

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

With the abundance of programs and support systems the school has experimented with there are
a couple selected to be utilized for help with individualized instruction for every student. The
addition of Reading Plus and Star Math, continued use of CERT and appropriate use of our MTSS
system will help. One of the practices that has not been effectively used in the past was the MTSS
system. We are now using Student Intervention Teams to address the student data collection for
Tier I, II, III transitions. These meetings occur twice monthly and we have central office directors
that attend. Our professional development plan focuses intensively on strategies to assist our
students with disabilities. We are specifically focusing on co-teaching methods and the most
effective approaches for providing interventions for our students with disabilities. Teachers are also
accountable for these co-teaching practices and sharing what is/is not working during weekly
PLC's.

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.
During our Data Day, teachers worked through guided practice worksheets provided them by the administration. Questions led them through strategies that were effective/ineffective in the classroom and in their content/grade level teams. District personnel were here on that day as well as parents. It was a very successful day as we worked through the data and assessed strategies that were working and focused on eliminating ineffective strategies. Teacher teams developed plans for the year and in looked at specific content and students. Results of the day were shared with SBDM and the district leadership team. SBDM members include: Caren Slone, Katie Adams, Kim Kilgore (teachers) and Karen Slone and April Poe (parent members) and Principal Lori Bricken. District members present were Ted George, Angela Duncan, Pam Caudill, and Superintendent Danny Adkins. the YSC director was also present so she could assist with presenting to the Advisory Council. The administrative team (Lori Bricken, Ricky Thacker, and James Allen) put together the guided worksheets and presented them to the staff as they worked through them.

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 exist, 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.)

Teachers and administrators participate in PLC meetings and in after school meetings to continuously address GAP needs. Our local education co-op has provided numerous on-going job embedded PD opportunities based on teacher professional growth plans and student achievement needs. Especially helpful, our district leadership has worked to secure Explicit Instruction training and content area PDs that have increased teacher awareness/resources for the standards that have been implemented at the state level. Special Education PDs have been on-going throughout the last two years and we are seeing IEPs that are written more effectively and appropriately.

**ATTACHMENTS**

Attachment Name

- 2019 Prestonsburg High School data day admin meeting
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).

Graduation Rate (4 year): 95%, FRAM 94.3%, IEP 94.7%
Graduation Rate (5 year): 96%, FRAM 96%, IEP 94.2%
Reading 37%, FRAM 32.7%, IEP 8.8%
Mathematics 27.2%, FRAM 23.4%, IEP 4.5%
Science 19.2%, FRAM 11%, IEP 4.5%
Writing 49.7%, FRAM 40.2%, IEP 15.8%

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.

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