



# Teaching & Learning Review

**Name of Institution**

**Reviewed:** Botts Elementary School

**Date:** April 18 - 20, 2016

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**Team Member:** Jeanne Crowe

**Team Member:** Ruth Ely

**Principal:** Jeremy McNabb



## Introduction

The KDE Teaching and Learning Review is designed to:

- provide feedback to schools regarding the progress on improving student performance over the last two to three years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- examination of an array of student performance data
- Self-Assessment
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT™)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

## Standard 3: Teaching and Assessing for Learning

<b>Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	School Rating for Standard 3  <b>2.08</b>	Team Rating for Standard 3  <b>1.92</b>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
<b>3.1</b>	<p><b>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</b></p> <p><i><b>Level 4</b></i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i><b>Level 3</b></i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i><b>Level 2</b></i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i><b>Level 1</b></i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
<b>3.2</b>	<p><b>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</b></p>	2	2

	<p><b>Level 4</b> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 3</b> Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 2</b> School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.</p> <p><b>Level 1</b> School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.</p>
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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		2	2
<b>3.3</b>	<p><b>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</b></p> <p><b>Level 4</b> Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 3</b> Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 2</b> Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when</p>		

	<p>necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 1</b> Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
<b>3.4</b>	<p><b>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</b></p> <p><b>Level 4</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 3</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 2</b> School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 1</b> School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
<b>3.5</b>	<p><b>Teachers participate in collaborative learning communities to improve instruction and student learning.</b></p> <p><b>Level 4</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes</p>		

	<p>productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p><b>Level 3</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p><b>Level 2</b> Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p><b>Level 1</b> Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating  2	Team Rating  2
<b>3.6</b>	<p><b>Teachers implement the school’s instructional process in support of student learning.</b></p> <p><b>Level 4</b> All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p><b>Level 3</b> All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p><b>Level 2</b> Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p><b>Level 1</b> Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		2	2
<b>3.7</b>	<p><b>Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</b></p> <p><b>Level 4</b> All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p><b>Level 3</b> School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p><b>Level 2</b> Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p><b>Level 1</b> Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		2	2
<b>3.8</b>	<p><b>The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.</b></p> <p><b>Level 4</b> Programs that engage families in meaningful ways in their children’s education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children’s learning progress.</p> <p><b>Level 3</b> Programs that engage families in meaningful ways in their children’s education are designed and implemented. School personnel regularly inform families of their children’s learning progress.</p> <p><b>Level 2</b> Programs that engage families in their children’s education are available. School personnel provide information about children’s learning.</p> <p><b>Level 1</b> Few or no programs that engage families in their children’s education are available. School personnel provide little relevant information about children’s learning.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		2	2
<b>3.9</b>	<p><b>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.</b></p> <p><b>Level 4</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 3</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 2</b> School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 1</b> Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		2	2
<b>3.10</b>	<p><b>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</b></p> <p><b>Level 4</b> All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p><b>Level 3</b> Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p><b>Level 2</b> Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p><b>Level 1</b> Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or</p>		



	courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
<b>3.11</b>	<p><b>All staff members participate in a continuous program of professional learning.</b></p> <p><b>Level 4</b> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 3</b> All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 2</b> Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p><b>Level 1</b> Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		1	1
<b>3.12</b>	<p><b>The school provides and coordinates learning support services to meet the unique learning needs of students.</b></p> <p><b>Level 4</b> School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p><b>Level 3</b> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p>		

	<p><b>Level 2</b> School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p><b>Level 1</b> School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>
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## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution’s performance demonstrate an impact on teaching and learning.

### School and Student Performance Results

#### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	56.3	57.3	60.6	Yes	Yes	N/A
2013-2014	59.1	60.1	57.8	No	Yes	N/A

#### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
<b>Reading</b>						
3 <sup>rd</sup> grade	44.7	47.6	34.9	54.1	34.8	54.3
4 <sup>th</sup> grade	34.9	48.8	36.8	54.0	34.1	52.2
5 <sup>th</sup> grade	47.2	47.1	36.8	55.9	61.1	56.0
<b>Math</b>						
3 <sup>rd</sup> grade	50.0	43.5	37.2	45.8	17.4	47.6
4 <sup>th</sup> grade	18.6	43.9	34.2	49.0	18.2	48.6
5 <sup>th</sup> grade	36.1	44.3	50.0	52.7	52.8	50.3
<b>Science</b>						
4 <sup>th</sup> grade	69.8	68.5	60.5	71.3	N/A	N/A
<b>Social Studies</b>						

5 <sup>th</sup> grade	72.2	59.3	50.0	58.2	58.3	60.6
<b>Writing</b>						
5 <sup>th</sup> grade	36.1	35.7	39.5	38.7	44.4	43.8
<b>Language Mech.</b>						
4 <sup>th</sup> grade	34.9	53.7	39.5	51.8	31.8	55.6

#### School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area (2014-2015)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
<b>Combined Reading &amp; Math</b>	41.4	37.8	No	40.2	30.2	No
<b>Reading</b>	42.4	45.1	Yes	42.7	37.0	No
<b>Math</b>	40.4	30.4	No	37.6	23.3	No
<b>Social Studies</b>	62.6	59.5	No	59.5	48.0	No
<b>Writing</b>	40.6	45.9	Yes	37.5	40.0	Yes

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
<b>Arts and Humanities</b>	1.94	2.00	1.44	1.00	6.4	Needs Improvement
<b>Practical Living</b>	2.08	2.00	1.89	1.75	7.7	Needs Improvement
<b>Writing</b>	1.94	1.88	1.33	1.00	6.2	Needs Improvement
<b>K-3</b>	2.08	2.00	2.00	1.71	7.8	Needs Improvement

#### Summary of School and Student Performance Data

##### Plus

- The school met its AMO (Annual Measurable Objective) for 2014-15 with an overall score 3.3 points above the goal.
- The school met its Participation Rate goal for 2013-14 and 2014-15.
- Fifth grade reading Proficient/Distinguished scores showed an increase of 24.3 points from 2013-14 and were 5.1 points above the state.
- Fifth grade math Proficient/Distinguished scores increased by 2.8 points from 2013-14 and were 2.5 points above the state.

- Fifth grade social studies increased 8.3 points for percent Proficient/Distinguished from 2013-14.
- Fifth grade writing increased 4.9 points for percent Proficient/Distinguished from 2013-14 and scored 0.6 points above the state.
- The school exceeded its Proficiency Delivery target by 2.7 points for percent Proficient/Distinguished in reading for 2014-15.
- The school exceeded its Proficiency Delivery target by 5.3 points for percent Proficient/Distinguished in writing for 2014-15.
- The school exceeded its Gap Delivery target by 2.5 points for percent Proficient/Distinguished in writing for 2014-15.

### **Delta**

- The school did not meet its AMO (Annual Measurable Objective) for 2013-14 by 2.3 points.
- Third grade reading decreased 0.1 point in the percentage of students scoring Proficient/Distinguished from 2013-14 and was 19.5 points behind the state.
- Third grade math decreased 19.8 points in the percentage of students scoring Proficient/Distinguished from 2013-14 and was 30.2 points behind the state.
- Fourth grade reading decreased 2.7 points in percent Proficient/Distinguished from 2013-14 and was 18.1 points behind the state.
- Fourth grade math decreased 16.0 points for percent Proficient/Distinguished from 2013-14 and scored 30.4 points behind the state.
- Fourth grade language mechanics decreased 7.7 points in percent Proficient/Distinguished from 2013-14 and scored 23.8 points behind the state.
- The school did not meet its combined reading and math Proficiency Delivery target for percent Proficient/Distinguished for 2014-15 by 3.6 points.
- The school did not meet its math Proficiency Delivery target for percent Proficient/Distinguished for 2014-15 by 10.0 points.
- The school did not meet its social studies Proficiency Delivery target for percent Proficient/Distinguished for 2014-15 by 3.1 points.
- The school did not meet its Gap Delivery target for percent Proficient/Distinguished in combined reading and math for 2014-15 by 10.0 points.
- The school did not meet its Gap Delivery target for percent Proficient/Distinguished in reading for 2014-15 by 5.7 points.
- The school did not meet its Gap Delivery target for percent Proficient/Distinguished in math for 2014-15 by 14.3 points.
- The school did not meet its Gap Delivery target for percent Proficient/Distinguished in social studies for 2014-15 by 11.5 points.
- Program Reviews scored a Needs Improvement in all four program areas with a total score of 28.1 points out of 48.0 points possible.
- Writing had the lowest total score of 6.2 points out of 12.0 points possible.
- Administrative/Leadership Support was the lowest scoring category with a total 5.46 out of 12.0 points possible.

## Stakeholder Survey Results

Indicator	Parent Survey		Student Survey			Staff Survey	
	Question	%agree/strongly agree	Question		%agree	Question	%agree/strongly agree
			ms	elem.			
3.1	10	65.7	10	6	92.7	26	90.9
3.1	11	74.3	11	7	87.5	51	100.0
3.1	13	57.2	17				
3.1	34	68.6	32				
3.2	21	71.4	17			16	95.5
3.2						22	86.4
3.3	12	62.9	10	7	87.5	17	86.4
3.3	13	57.2	16	8	84.4	18	95.5
3.3	22	77.1	17	16	96.9	19	81.8
			26				
3.4						3	83.3
3.4						11	86.4
3.4						12	95.5
3.4						13	77.3
3.5	14	71.4	5			8	95.5
3.5						24	95.5
3.5						25	59.1
3.6	19	82.9	9	9	91.7	20	90.9
3.6	21	71.4	18	19	91.7	21	86.4
3.6			20			22	86.4
3.7	14	71.4				8	95.5
3.7						30	54.5
3.7						31	86.4
3.8	9	57.9	13	10	45.8	15	77.3
3.8	15	65.7	21	12	71.89	34	77.3
3.8	16	60.0				35	72.7
3.8	17	80.0					
3.8	35	68.6					
3.9	20	77.1	14	11	84.4	28	68.2
3.9				13	92.7		
3.10			22	12	71.9	9	100.0
3.10						21	86.4
3.10						23	81.8

3.11						32	86.4
3.11						33	81.8
3.12	13	57.2	1			27	72.7
3.12	23	65.7	17			29	86.4

### **Summary of Stakeholder Feedback**

#### **Plus**

- Eighty-three percent of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.”
- Eighty percent of parents agree/strongly agree with the statement, “All of my child’s teachers report on my child’s progress in an easy to understand language.”
- Ninety-three percent of students agree with the statement, “My teachers help me learn things I will need in the future.”
- Ninety-seven percent of students agree with the statement, “My school has computers to help me learn.”
- Ninety-three percent of students agree with the statement, “My teachers care about students.”
- One hundred percent of staff agree/strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
- One hundred percent of staff agree/strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- Ninety-five percent of staff agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- Ninety-five percent of staff agree/strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.”
- Ninety-five percent of staff agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- Ninety-five percent of staff agree/strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

#### **Delta**

- Fifty-seven percent of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
- Sixty percent of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- Sixty-three percent of parents agree/strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”
- Sixty-six percent of parents agree/strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”
- Fifty-eight percent of parents agree/strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”
- Forty-six percent of students agree/strongly agree with the statement, “My teachers ask my family to come to school activities.”

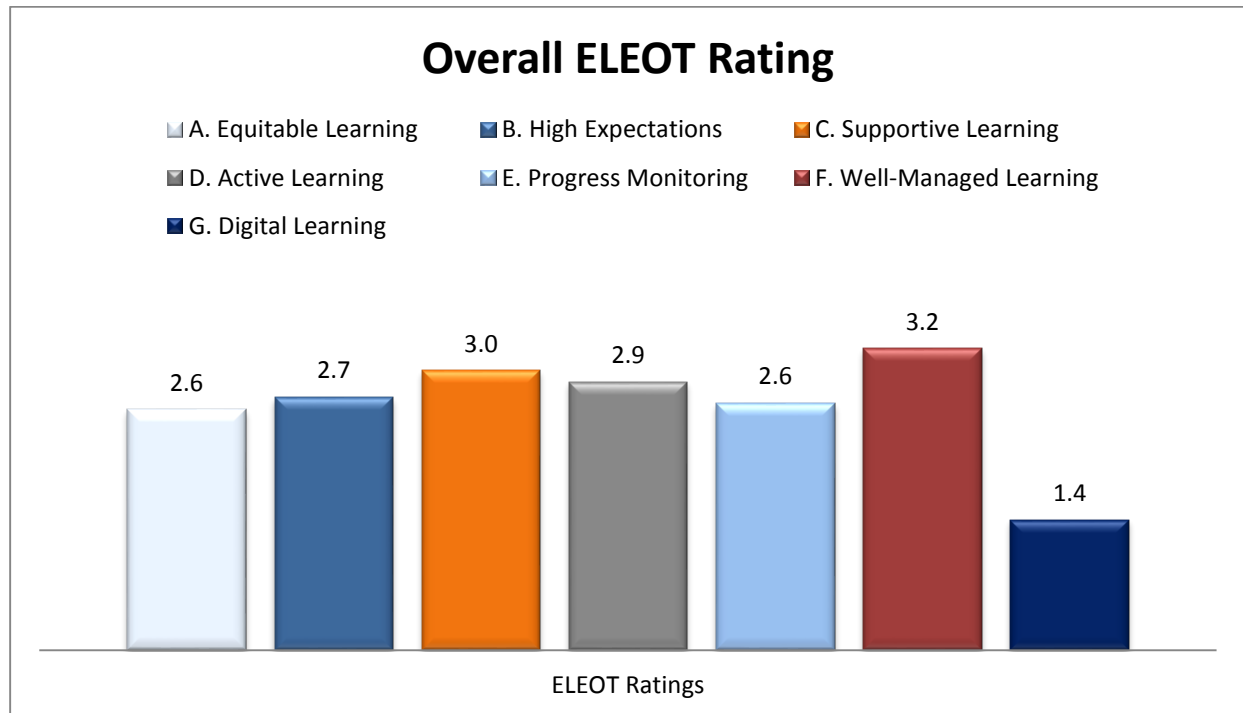
- Seventy-seven percent of staff agree/strongly agree with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.”
- Fifty-nine percent of staff agree/strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.”
- Fifty-five percent of staff agree/strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”
- Sixty-eight percent of staff agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experiences.”

### Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 12 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



## Summary of eleot™ Data

### **Equitable Learning Environment**

#### Plus

- Observations revealed that it was evident/very evident in 91 percent of classrooms that students had “equal access to classroom discussions, activities, resources, technology, and support” (A2).

#### Delta

- Instances of “ongoing opportunities to learn about their own and others backgrounds/cultures/differences” (A4) were evident/very evident in eight percent of classrooms.

### **High Expectations Learning Environment**

#### Plus

- “Knows and strives to meet the high expectations established by the teacher” (B1) was evident/very evident in 92 percent of classrooms.
- Observations revealed that in 92 percent of classrooms it was evident/very evident that students were “tasked with activities and learning that are challenging but attainable” (B2).

#### Delta

- “Provided exemplars of high quality work” (B3) was evident/very evident in 42 percent of observations.
- “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” (B5) was evident/very evident in 50 percent of observations.

### **Supportive Learning Environment**

#### Plus

- “Demonstrates positive attitude about the classroom and learning” (C2) was evident/very evident in 92 percent of observations.

#### Delta

- It was evident/very evident in 33 percent of observations that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” (C5).

### **Active Learning Environment**

#### Plus

- “Several opportunities to engage in discussions with teacher and other students” (D1) was evident/very evident in 83 percent of observations.
- “Is actively engaged in the learning activities” (D3) was evident/very evident in 83 percent of observations.

#### Delta

- Instances of making “connections from content to real life experiences” (D2) were evident/very evident in 33 percent of observations.



## **Progress Monitoring Learning Environment**

### **Plus**

- “Demonstrate or verbalize understanding of the lesson/content” (E3) was evident/very evident in 83 percent of classrooms observed.

### **Delta**

- “Is asked and/or quizzed about individual progress/learning” (E1) was evident/very evident in 50 percent of classrooms observed.
- Students’ demonstration of “understands how her/his work is assessed” (E4) was evident/very evident in 33 percent of classrooms observed.

## **Well-Managed Learning Environment**

### **Plus**

- “Speaks and interacts respectfully with teacher(s) and peers” (F1) was evident/very evident in 100 percent of classrooms observed.
- “Follows classroom rules and works well with others” (F2) was evident/very evident in 100 percent of classrooms observed.

### **Delta**

- Students collaborating with other students during student-centered activities (F4) was evident/very evident in 58 percent of classrooms observed.

## **Digital Learning Environment**

### **Plus**

- N/A--Percentages were not high enough to qualify as a plus.

### **Delta**

- Students’ use of “digital tools/technology to gather, evaluate, and/or use information for learning” (G1) was evident/very evident in 16 percent of classrooms observed.
- Students’ use of “digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) was evident/very evident in 16 percent of classrooms observed.
- Students’ use of “digital tools/technology to communicate and work collaboratively for learning” (G3) was evident/very evident in zero percent of classrooms observed.

## FINDINGS OF THE INTERNAL REVIEW TEAM

### SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.2

Action statement:

**Develop and implement a formal structure whereby curriculum, assessment, and instruction are monitored and adjusted systematically in response to data from multiple assessments of student learning and a reflection of professional practice. Ensure the continuous improvement process includes vertical and horizontal alignment of the curricula, alignment of the school's goals for achievement and instruction, and enhancement of the school's statement of purpose.**

Evidence and Rationale:

#### Student Performance Data

Student performance data, as detailed in this report, reflects the school met the Annual Measurable Objective (AMO) which appears to be primarily because of a strong performance at the 5<sup>th</sup> grade level. Other data suggest limited growth from the 2013-14 School Report Card to the 2014-15.

- All areas of Program Reviews are identified as "Needs Improvement."
- All content areas in 3<sup>rd</sup> and 4<sup>th</sup> grades decreased on K-PREP from 2013-14 to 2014-15.
- 2014-15 Proficiency targets were only met in reading and writing.
- 2014-15 Gap Delivery targets were only met in writing.

#### Stakeholder Survey Data

- Staff survey data indicated 95 percent of staff agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice."
- Parent survey data indicated 57 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction." While staff are collaborating to improve curriculum, assessment and instructional processes, stakeholder survey data indicates that this process has not led to teachers addressing individual student unique learning needs.

#### Stakeholder Interviews

In interviews, teachers and administrators indicated that while curricular work has been initiated at the district and school, the documents are incomplete at this time. Recently, professional learning community groups are analyzing data, identifying RtI (Response to Intervention) groups, and being more intentional on addressing individual student needs. Professional development days are scheduled at the conclusion of the school year to continue developing curricular documents. Student data notebooks have been implemented in some areas to encourage student ownership of individual learning. Stakeholder interviews indicated the need to differentiate instruction, have a working knowledge of multiple intelligences, and implement other instructional best practices.

#### Classroom Observation Data

Classroom observations revealed that the primary instructional delivery was through whole group and the opportunity for students to engage in strategies for individual personalized learning was limited. The indicator, “has differentiated learning opportunities and activities that meet her/his needs,” occurred in 42 percent of classroom observations. It was evident/very evident in 33 percent of observations that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs”.

#### Documents and Artifacts

A review of assessment reports, staff data wall, and student data notebooks indicated a shift toward becoming a data-driven school. This shift is the beginning of the continuous improvement process to guide the teaching/learning process and increase student achievement.

### **SCHOOL IMPROVEMENT PRIORITY**

#### **Indicator 3.4**

##### **Action Statement:**

**Establish and implement a systematic process for school leaders to formally and consistently monitor instructional practices through supervision and evaluation. This process should include specific individual feedback to ensure alignment with the school’s vision, mission and beliefs; teaching of the approved curriculum; and use of content-specific standards of professional practice.**

##### **Evidence and Rationale:**

#### Student Performance Data

Student performance data, as detailed in this report, shows that the school has met its Annual Measurable Objective (AMO), which appears to be primarily because of a strong performance at the fifth grade level. Other data suggest limited growth from the 2013-14 to the 2014-15 School Report Card.

- Third and fourth grade KPREP scores decreased in math, reading, and language mechanics and lagged behind the state score by a range of 18.1 to 30.4 points.
- Proficiency Delivery targets for the percentage of students scoring Proficient/Distinguished were met in reading and writing only.
- Gap Delivery targets for the percentage of students scoring Proficient/Distinguished were met in writing only.

#### Stakeholder Survey Data

Stakeholder survey data indicated that 100 percent of staff agreed/strongly agreed with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.” However, 77 percent of staff agreed/strongly agreed that “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning” indicating there is limited agreement among the staff on this issue. Stakeholder interviews revealed individual feedback for lesson plans and/or instructional effectiveness is not occurring on a regular basis for all staff suggesting teachers need feedback on their lessons for the purpose of improving instructional practices.

#### Stakeholder Interviews

In staff interviews, it was indicated that after formal observations teachers receive feedback. Feedback from a schoolwide perspective was also occurring after district eleot™ walkthroughs were completed. However, the school principal does not give individual feedback to all teachers on a regular basis.

Some teachers indicated that when they received feedback, they used it to modify their instruction. Other teachers indicated they did not know what feedback was intended for them specifically and therefore were unsure of the need to adjust instruction. Interviews also indicated that there was no feedback on lesson/unit plans other than reminders to complete them in CIITS (Continuous Instructional Improvement Technology System).

#### Document and Artifacts

A review of lesson plans provided as evidence indicated an absence of feedback to teachers regarding the quality of their plans. There appears to be minimal effort from school leadership in the oversight of ensuring effective instructional practices are being used and providing appropriate feedback to teachers.

The principal's presentation referred to the need to revisit and review the school's mission and vision statement which needs to occur for proper alignment of instructional practices to the school's purpose.

### **SCHOOL IMPROVEMENT PRIORITY**

#### **Indicator: 3.6**

##### **Action Statement:**

**Refine and fully implement the school's instructional process to ensure that multiple measures, including formative and summative assessments, are informing the ongoing modification of instruction. The process should provide students with specific and immediate feedback and incorporate the use of exemplars.**

##### **Evidence and Rationale:**

#### Student Performance Data

Student performance data, as detailed in this report, indicated that although the school met its Annual Measurable Objective for the 2014-15 school year, it only met two of the five proficiency goals and one of the five gap goals. This data also indicated that academic achievement has not reached a level of consistency across all grade levels and content areas. Fully implementing and fine tuning the instructional process should bring a level of consistency and bolster the academic performance of students at the school.

#### Classroom Observation Data

Classroom observation data, as detailed previously in this report, showed that the High Expectations Learning Environment received an overall rating of 2.7 on a 4 point scale. Indicator B.3, "Is provided exemplars of high quality work," received a rating of 2.1 on a 4 point scale, suggesting a need for increased rigor and for students to be provided exemplars to clearly define high expectations. In addition, the Progress Monitoring and Feedback Learning Environment received an overall rating of 2.6 on a 4 point scale. Observers noted that students being asked and/or quizzed about individual progress/learning was evident/very evident in only 50 percent of the classrooms, indicating a need to increase progress monitoring and provide specific feedback to students.

#### Stakeholder Surveys

Survey data revealed that 71 percent of parents agreed/strongly agreed that "My child is given multiple assessments to measure his/her understanding of what is being taught," suggesting that there should be more consistency regarding the use of multiple assessments of student performance to drive the decision making process. Conversely, 86 percent of teachers agreed/strongly agreed that, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." Such

evidence suggests the need for using multiple assessments to adjust and inform instruction rather than solely relying on the ThinkLink assessment for this purpose.

### Stakeholder Interviews

While many interviewees could talk in general terms about their instructional process, most struggled to articulate specifically how the process was informing and modifying their instructional practices. Although the plan/do/study/act process has been initiated, it appears to be a relatively new process for the school and the staff is clearly in the “learning curve” phase of implementation. Once this instructional process is fully implemented and the staff has an in-depth understanding of this instructional process, the school should see a significant impact on student achievement.

### Document and Artifacts

A review of documents and artifacts revealed little evidence of a comprehensive system focused on monitoring with feedback for the purpose of improving instructional practices. While professional development occurred on a limited basis, implementation of new learning was not monitored for effectiveness. Lesson plans were not being closely monitored with written feedback given to teachers. Adding the practice of giving lesson plan feedback to teachers and monitoring the implementation of new learning would help to inform the ongoing modification of instruction. Artifacts provided by the school showed that some teachers provided students with descriptive feedback, but observations failed to support the effective implementation of this practice across all grade levels and in all classrooms.

## **SCHOOL IMPROVEMENT PRIORITY**

### **Indicator: 3.12**

#### **Action Statement:**

**Refine, monitor and regularly evaluate the school wide process that has been adopted which provides systematic and continuous use of data to address the unique learning needs of all students. Engage personnel in professional development on research related to unique characteristics of student learning (such as learning styles, multiple intelligences, personality type indicators) and embed this learning into the daily practices of classroom instruction.**

#### **Evidence and Rationale:**

### Student Performance Data

Student performance data, as detailed in this report, reflects the school did not meet the Gap Delivery targets for percent Proficient/Distinguished in combined reading and math, reading, math, and social studies on the 2014-15 school year. All program areas of the 2014-15 Program Review were identified as “Needs Improvement.” The Writing program area is the lowest total overall score of 6.2 out of 12 and the Administrative/Leadership Support was the lowest scoring category with 5.46 out of 12.

### Stakeholder Surveys

Survey data indicated that 57 percent of parents agreed/strongly agreed that, “All of my child’s teachers meet his/her learning needs by individualizing instruction.” Sixty-six percent of parents also agreed/strongly agreed that “My child has access to support services based on his/her identified needs.” Teachers responded to a similar statement, “In our school, related learning support services are provided for all students based on their needs” at a rate of 73 percent agree/strongly agree. This data indicates there is limited agreement among parents and staff regarding individualized instruction.

### Classroom Observations

Observation data, as detailed in this report, indicated instances in which students have “differentiated learning opportunities and activities that meet his/her needs” were evident/very evident in 42 percent of classrooms. Additionally, observations revealed that situations in which a student “is provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs” occurred in 33 percent of classrooms. Such evidence suggests that additional training and professional learning related to research on unique characteristics of learning is needed, and this learning should ultimately be transferred into routine instructional practices in all classrooms.

### Stakeholder Interviews

Interview data uncovered that staff members struggled to give specifics regarding how they were addressing student individual needs nor did the staff share how they were staying current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, and personality type indicators). Admittedly, interviews revealed that growth in this area is needed and as such practices are not consistently embraced across all grade levels.

### Documents and Artifacts

The principal’s PowerPoint presentation noted that professional development is needed regarding “multiple learning styles, personality types, and interest inventories.” Such recognition substantiates this being an area of growth for the school.

The school gave indicator 3.12 a rating of “one” which also points to the conclusion of the need to make this indicator an improvement priority. The school appears to have a strong self-awareness of their need to make this one of their growth points.

## **DISTRICT FINDINGS OF THE INTERNAL REVIEW TEAM**

### **DISTRICT IMPROVEMENT PRIORITY**

#### **Indicator: 3.1**

#### **Action Statement:**

**Continue to develop a comprehensive curriculum, based on national and state standards, that promotes learning experiences in each course/class to provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare students for success at the next level. Create a monitoring system to ensure that learning activities are individualized for each student in a way that supports achievement of expectations and are aligned to the curriculum.**

#### Evidence and Rationale

See school reports for evidence, rationale and supporting data.

### **DISTRICT IMPROVEMENT PRIORITY**

#### **Indicator: 3.10**

**Action Statement:**

Clearly communicate to all stakeholders common grading and reporting policies, processes, and procedures based on clearly defined criteria (adopted grading fixes at all grade spans) that represent each student's attainment of content knowledge and skills. Monitor (at both school and district level) to ensure that these policies, processes and procedures are implemented without fail across all grade levels and all courses, and formally and regularly evaluate them. Evaluation of implementation should result in review and revision, if warranted, of current practices.

**Evidence and Rationale:**

See school reports for evidence, rationale and supporting data

**District Improvement Priority**

**Indicator: 3.11**

**Action Statement:**

Implement a formalized system for collaboratively identifying staff professional learning needs and evaluating the effectiveness of professional development offerings provided by the schools and district.

Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools' purpose and direction and addresses the needs of the school and as well as the needs of the individual. Professional development opportunities should be based on a needs assessment of the district and school, build capacity among all professional and support staff, and be evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

**Evidence and Rationale**

See school reports for evidence, rationale and supporting data.

**Attachments:**

- 1) eleot™ Worksheet



### 2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2015 Internal Review for Botts Elementary School.

**Improvement Priority 1: (3.2) Design and implement a formal structure whereby curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Ensure the continuous improvement process includes vertical and horizontal alignment of the curricula, alignment of the school’s goals for achievement and instruction, and enhancement of the school’s statement of purpose.**

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Horizontal curriculum development with Meniffee Elementary School (MES), agendas, plus/deltas, pacing guides, curriculum maps</li> <li>• Common summative assessments – (CATS) data analysis with MES</li> <li>• School-level PLC (professional learning community) minutes</li> <li>• Student data records</li> <li>• ThinkLink data analysis</li> <li>• Principal PGES walkthrough</li> <li>• District staff and principal eleot™ observations</li> </ul>
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<p>School Supporting Rationale:</p> <p>Botts Elementary and Meniffee Elementary, under the direction of the district, have been meeting in grade-level PLCs to revise and implement pacing guides and curriculum units. Teachers ensured all KCAS (Kentucky Core Academic Standards) was being addressed in the curriculum. Teachers also analyzed a common summative assessment given at both schools and made decisions about curriculum and instruction based on the data.</p> <p>The PLC focus for the remainder of the year will be the development of common summative assessments in conjunction with MES. This process will include a quality control piece to ensure congruency to the standards.</p>
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School-level PLCs at Botts meet once a week during common planning to conduct the PDSA (Plan-Do-Study-Act) protocol. On “Plan and Do” days, teachers examine the standards to be taught, including the level of rigor, write learning targets, create success criteria/rubrics, and identify one high-yield instructional strategy to use in the classroom. On “Study and Act” days, teachers bring a test item analysis with them and discuss standards that were or were not mastered, individual student needs, how to re-teach standards to students who did not master them, and how to differentiate for students who have mastered the standards. Teachers also identify students who are failing the class and create plans to support them. ThinkLink data is examined after each administration to identify the standards students are struggling with and to identify novice students as well as bubble students.

A structured RtI (Response to Intervention) plan does not exist at the district or school level; however, teachers use formative and summative data to design their RtI groups and centers.

The PLC protocol is based on the Plan-Do-Study-Act continuous improvement cycle and is in its infancy stages and teachers are still learning pieces of the protocol. While teachers make adjustments to instruction based on data, an intentional revision of the curriculum is not routine.

The use of a 30-60-90 day plan and progress monitoring of the CSIP (Comprehensive School Improvement Plan) has initiated a continuous improvement approach to the daily work of the school. While the work is focused on student achievement, it does not enhance the mission and vision of the school which hasn't been revised since 2002. The principal has begun to consider what his vision is for the school and will begin a formal process to revise the mission and vision statements this fall.

#### Team Evidence:

- District PLC meetings
- School PLC meetings
- Planned professional development agendas
- Common and summative assessments
- School data wall
- Student data notebooks
- Stakeholder survey results
- School PLC process
- Self-assessment

#### Team Supporting Rationale:

District and school leadership are working collaboratively to guide staff in designing and implementing a viable curriculum. Monthly PLC meetings district-wide are being conducted as well as weekly PLC meetings at the school level to address vertical and horizontal curriculum alignment, congruent assessments, and instructional best practices. Professional development is scheduled at the conclusion of the school year for all staff to continue the development and alignment process.

The school has implemented a Professional Learning Community process using the Plan-Do-Study-Act systems approach; however, it is in the initial stages of implementation. This process is providing staff the opportunity to ensure alignment to the standards, make curricular adjustments, and enhance instructional practices. This continuous improvement process is necessary to ensure all students are learning at high levels.

Improvement Priority 2: (3.5) Implement collaborative professional learning communities using a formal process that promotes productive discussion about student learning. This process should focus on the examination and analysis of student work and resulting data, reflection on the effectiveness of instructional strategies, and appropriate planning that ensures student learning needs are met.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.
School Evidence: <ul style="list-style-type: none"> <li>• PLC protocol</li> <li>• PLC minutes, agendas, plus/deltas (district and school-level)</li> <li>• Common planning schedule</li> </ul>		

School Supporting Rationale:

Botts Elementary changed their PLC protocol in November when a new master schedule enabled grade level teams to meet on a common planning period. The PLC protocol is based on the Plan-Do-Study-Act continuous improvement cycle.

Teachers are still learning how to implement the protocol with fidelity causing the level of PLC effectiveness to vary across the school. Some PLC teams are strong in knowledge of KCAS, instructional strategies, and data analysis, while other teams struggle in these areas. There is evidence of some teams meeting outside the required meeting time, while other teams only meet on the specified day. True collaboration is apparent with a few teams. Second and fourth grades are singletons and complete their protocols with administration. A large number of snow days and other interruptions have slowed the development of the PLC process thus inhibiting teacher ownership and value of professional learning communities.

The principal and ERS meet with the PLC teams and help facilitate the process and provide support for teachers.

Team Evidence:

- PLC agendas and minutes
- PLC process
- PDSA in PLCs
- Common planning schedule
- Data wall
- Student data notebooks
- RtI (Response to Intervention)
- District PLC
- Guided reading
- Stakeholder survey
- Interviews
- Observations

**Team Supporting Rationale:**

The school has begun the PLC process within the building and with the district. They are using the PDSA continuous improvement cycle as their guide in identifying and addressing the learning needs of the students. The process and protocol are still in the infancy stage and some teachers are making adjustments to instruction based on data.

Teachers have created a data wall, are using student data notebooks, data is analyzed collaboratively and RtI groups are being identified based on data.

The PLC process needs to be formalized and systemic within a collaborative setting in order to become a sustainable system impacting student learning and achievement.

**Improvement Priority 3: (3.6) Collaboratively revise the school’s instructional process to ensure that students are provided specific and immediate feedback for learning. Incorporate exemplars into daily instructional lessons as well as varied formative assessment processes to inform ongoing modification of instruction and monitor student understanding of required content. Monitor and evaluate the effectiveness of the system through evidence of increased student success. Document this process and communicate to all stakeholders.**

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

**School Evidence:**

- Lesson plans
- Student work with feedback
- Learning targets
- Bell work, Flashbacks
- Formative and summative assessments
- Student data notebooks
- Exemplars
- Walkthroughs/eleots™
- ThinkLink data

**School Supporting Rationale:**

The school has implemented components of an instructional process (see above evidence). This process is not concrete throughout the building. Teachers are required to submit lesson plans; however, those plans are not monitored by the principal. Learning targets are listed daily in classrooms, but using those targets throughout a lesson is not embedded. Teachers create and use formative assessments to guide instruction and the focus of RtI groups. The use of exemplars, as evidenced by eleot™ observations, has increased. All students have a data notebook, but the use of that notebook to set goals and guide learning varies from teacher to teacher.

The instructional process is monitored through walkthroughs by the principal. Face-to-face feedback to teachers just began this spring. The reduction of novice and an increase in students scoring Proficient/Distinguished on ThinkLink is evidence of intentional planning to meet students' needs.

Botts Elementary and Menifee Elementary will begin creating common summative assessments together after spring break. This work will ensure a backwards design approach to the instructional process.

**Team Evidence:**

- Stakeholder interviews
- ThinkLink assessments
- Lesson plans
- PDSA materials/student work
- Lesson plans
- Plus/deltas
- Data wall
- Learning targets
- Exemplars
- eleot™ observations

**Team Supporting Rationale:**

The staff has initiated the process of Plan-Do-Study-Act and are working to fully implement all the components of this instructional process. A part of this process is studying student results to determine next steps for students, and teachers are beginning to hone their skills on how to do this task effectively.

During eleot™ observations learning targets were observed and rubrics were being used in some classroom instruction. Examples of teacher feedback to students were also observed. Additionally, observations revealed that formative assessments were used in multiple classrooms but there was little, if any, indication that instruction was modified based on the feedback from this formative assessment.

The school has initiated a data wall based on ThinkLink results and has begun to track students' progress as an indication of how their instructional process is working. However, these results are showing that the instructional process needs to be fully implemented and fine-tuned to get the student performance results desired by the school. Expanding the database to include various assessments should prove beneficial.

**Improvement Priority 4: (3.12) Adopt a schoolwide process of systematically and continuously using data to identify unique learning needs of all students. Engage personnel in professional learning on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate individualized learning support services for all students.**

School/District	Team	
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		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Special education services</li> <li>• Speech and language services</li> <li>• Gifted and talented</li> <li>• ESS/After School Tutoring</li> <li>• Rtl – Tier I (centers)</li> <li>• Leveled readers</li> <li>• Classroom Continuous Improvement System (Shipley)</li> <li>• Novice reduction strategies</li> <li>• Classroom interest surveys</li> <li>• FRC (Family Resource Center) surveys</li> </ul>		
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<p>School Comments:</p> <p>While there are some structures in place to support students who need Tier I and Tier II interventions, a formalized plan is not in place at this time. Botts Elementary will apply for a daytime ESS (Extended School Services) waiver to ensure intervention is available to address individual learning needs of all students. Currently, teachers in grades K-3 are completing a book study (The Next Steps in Guided Reading) and have visited an elementary school to observe guided reading instruction. These teachers are implementing running records and leveled readers as a result of this professional study. Teachers in grades 4-5 are choosing comprehension strategies to implement in the classroom to support struggling readers.</p> <p>The district has begun to address the gifted and talented program this spring by testing students. After initial identification, the GT (gifted and talented) program will provide small group and collaborative services by a GT teacher. At this time, there are no enrichment services offered other than Tier I in the classroom.</p> <p>There has not been any professional development provided to teachers on learning styles, multiple intelligences, and personality type indicators.</p>		
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<p>Team Evidence:</p> <ul style="list-style-type: none"> <li>• Principal presentation</li> <li>• School self-assessment</li> <li>• Professional development plan</li> <li>• State assessment data</li> <li>• Walkthrough data</li> <li>• District and school PLC meetings</li> <li>• School data wall</li> <li>• Student data notebooks</li> </ul>		
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- Stakeholder survey results
- School PLC process

Team Supporting Rationale:

School leadership and staff have initiated multiple Tier 1 and 2 structures to support student learning; however, these structures are not maximized to support learning that is individualized and personalized for all spectrums of students. Professional learning communities are currently analyzing data to determine individual student achievement. Stakeholder interviews and student performance data reveal that the analysis has not translated, at this time, to the implementation of instructional practices to meet the unique characteristics of each child. Limited professional development opportunities have been provided to support the teachers in addressing learning styles, multiple intelligences, or other personality indicators.