2020-21 Sandersville Elementary Executive Summary

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sandersville Elementary is named in honor of the area where the school is located. The cotton-woolen mill community of Sandersville was once vital to Lexington's development. Sandersville replaced Linlee Elementary, in the fall of 2008. Sandersville currently has 600 preschool through fifth grade learners with the vast majority of its students residing in Masterson Station neighborhood, the largest neighborhood in Lexington. The school has a balanced demographic makeup including roughly 50% white students, 25% African American students, and 12% Hispanic students. Approximately 45% of the population qualify for free or reduced lunch. Sandersville currently employs nearly 80 certified and classified staff members. One challenge faced by Sandersville is the lack of churches and local businesses within the school's attendance boundary meaning limited community partnership opportunities.

ATTACHMENTS

Attachment Name

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

Sandersville Elementary is dedicated to the academic, emotional and social success of every student while promoting a physically healthy lifestyle. We believe that arts education is a fundamental part of a well-rounded school experience. Every student has a chance to perform in a monthly music showcase, and Sandersville has a traveling chorus that performs throughout the community. Before the COVID 19 pandemic, Sandersville also focused on other student interests and needs by offering programs and clubs such as Chorus, Art Club, Basketball Club, an FCPS Elementary League Basketball and Cheerleading Team, Academic Challenge Team, Battle of the Books Team, Track Team, Recycling Team, Newspaper Club, and a Students Helping Students Team. The school plans to resume many of these activities once Fayette County Public Schools resumes in-person activities. Finally, we achieve our purpose by promoting our guidelines for success which include being Successful, Hard Working, have an A+ Attitude, being Responsible, being Kind,

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which all lead to Success (SHARKS). The guidelines for success are the anchor to the school's Social and Emotional Learning.

ATTACHMENTS

Attachment Name

. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Under the most current accountability model, Sandersville was labeled a four star school. The staff and students earned High indicators in the areas of proficiency, desperate academic indicators, and growth. Before the newest model, Sandersville had been rated a Distinguished school for three consecutive years.

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

N/A

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

The school is equipped with state-of-the-art technology, with a fully equipped computer lab, Chromebook devices (1:1 schoolwide) and multiple workstations in each classroom. The Masterson Station Neighborhood Association has partnered with our school and the PTA to promote events, keep community members informed, and share venues and resources. Finally, community service activities such as God's Pantry donations, NEST Community Center donations, and others.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Sandersville Guidelines for Success	Sandersville Guidelines for Success	• •
📄 Sandersville Guidelines for Success SEL	Sandersville Guidelines for Success	• •

2020-21 Sandersville Elementary: Continuous Improvement Diagnostic

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2020-21 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 2020-21 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
• Professional Development Plan for Schools

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.

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Matt Marsh, Sandersville Elementary Principal September 23, 2020

2020-21 Sandersville: The Needs Assessment

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, 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.

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Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Leadership Team, SBDM, and Instructional Team reviewed data and completed the needs assessment document. https://docs.google.com/document/d/1OwyER6a4VmE9EW51018JcgOBXHKTTfCIM_8_Z2UDhGI/edit?usp=sharing

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Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

https://docs.google.com/document/d/1OwyER6a4VmE9EW51018JcgOBXHKTTfCIM_8_Z2UDhGI/edit?usp=sharing

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Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

https://docs.google.com/document/d/1OwyER6a4VmE9EW51018JcgOBXHKTTfCIM_8_Z2UDhGI/edit?usp=sharing

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Trends

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

https://docs.google.com/document/d/1OwyER6a4VmE9EW51018JcgOBXHKTTfCIM_8_Z2UDhGI/edit?usp=sharing

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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](#)

https://docs.google.com/document/d/1OwyER6a4VmE9EW51018JcgOBXHKTTfCIM_8_Z2UDhGI/edit?usp=sharing

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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%.

https://docs.google.com/document/d/1OwyER6a4VmE9EW51018JcgOBXHKTTfCIM_8_Z2UDhGI/edit?usp=sharing

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Sandersville:
School Assurances

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Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

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Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- No
- N/A
  <u>COMMENTS</u>

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Title I Schoolwide Programs

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

- **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- **Yes**
- ○ No

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○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

● **Yes**
○ No
○ N/A

COMMENTS

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

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improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ● **Yes**
- ○ No
- ○ N/A
COMMENTS

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Title I Targeted Assistance School Programs

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes

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○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

○ Yes
○ No
● **N/A**
COMMENTS

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Schools Identified for Targeted Support and Improvement

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

○ Yes

○ No

● **N/A**

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

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All School Programs

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

- **Yes**
- No
- N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

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engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

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- **Yes**
- ○ No
- ○ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

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- **Yes**
- ○ No
- ○ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- **Yes**
- ○ No
- ○ N/A

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33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- ○ No
- ○ N/A
COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- ○ No
- ○ N/A
COMMENTS

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- ○ No
- ○ N/A
COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Professional Development Plan

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_12212020_11:06 - Generated on 01/10/2021

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Sandersville Mission: We are dedicated to the academic, emotional and social success of every student while promoting a healthy lifestyle.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Standards clarity. 2. Eliminating achievement gaps.

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3. How do the identified **top two priorities** of professional development relate to school goals?

School PD priorities include standards based grading and Implicit Bias. These professional developments are utilizing Teacher Ease and Kirwin to help deliver the content and increase an understanding and focus on the standards while also creating an awareness around biases to eliminate achievement gaps.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Standards clarity. The goal of the Teacher Ease training and platform will cause and allow teachers to focus on student standards master. Short term changes include teachers, students, and families have an immediate increased understanding of student performance levels. Longer term impacts include a continued emphasis of standards in PLCs, including standards deconstruction, assessment alignment, and activity alignment.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended outcomes include: Provide teachers, students, and families with an increased understanding of student performance levels. Longer term results include teacher understanding of standards through standards deconstruction, assessment alignment, and activity alignment.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

January 2020- TeacherEase PD Spring 2020- Implantation of Teacher Ease Tracker Spring 2020- Teacher Ease Standards Based Report Cards

4d. Who is the targeted audience for the professional development?

All certified staff

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

students, teachers, families

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4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teacher Ease program- $2,500

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Spring 2020 partnership with Teacher Ease.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Standards based report cards for each student in the 3rd and 4th quarter.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

2. Eliminating achievement gaps. The goal of the Kriwin Implicit Bias trainings and platform will create teacher understanding around internal mechanisms that may subconsciously impact and hinder student achievement with all groups of students.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Eliminate achievement gaps.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

A reduction in the percentages of gap populations as compared to the school averages based on the state accountability tests.

5d. Who is the targeted audience for the professional development?

All classified and certified staff.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

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Teachers

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Kriwin Implicit Bias Modules

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

There will be staff meeting discussions and breakout rooms after the completion of each module.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Classroom observations and KPREP Data. Our observation tool has a place to designate the engagement of diverse learners.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Sandersville Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Closing the Achievement Gap

Sandersville Elementary
Matt Marsh
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12212020_10:44 - Generated on 01/10/2021

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

Document Attached

ATTACHMENTS

Attachment Name

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12212020_10:44 - Generated on 01/10/2021

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II. Achievement Gap Analysis

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

The culture of our school allows for shared accountability with all of our GAP students. There are multiple structures in place that ensure that all students are being met at their point of need. For the 20-21 School Year, Sandersville is also adding a layer of Implicit Bias Training to create an awareness around internal thoughts and feelings and how they may impact teaching and learning. PLC- Our PLC's meet once a week with a focus on the planning of evidenced based strategies and analyzing student work to identify achievement and next steps in the instructional process. When our teams analyze student data on unit assessments, common district assessments, or formative assessments each sub group of students are identified and their achievement is analyzed. Within the Plan, Do, Study, Act process our teachers will both identify the sub groups and their achievement while also creating next steps to best reach students who have not reached mastery of the standards. Three times a year the teachers will also reflect on their MAP scores which will help teachers identify students achievement based on national percentiles and growth based on national percentiles. That will likely change due to pandemic conditions for the 20-21 school year. The same process is completed for KPREP the fall after the students take the assessment, when given. MTSS/Administrative Team- This team which consists of the principal, PGES Coach, three counselors and our special education team meet together weekly to review student data. This team has the task of identifying students who are not mastering standards at the rate of their peers. Achievement and growth data from multiple sources are analyzed and specific plans are put in place to meet the immediate needs of our students. Through analyzing behavior, academic, and attendance data our team is responsive to the needs of all populations of students. This team provides support to any student who may need more support.

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

Based on the most recent state accountability tests, the following student groups are performing within 10% proficiency of school averages: Over the past years the following GAPS are closing. (Combined Proficient and Distinguished) Reading- African American 15/16=58.3% 17/18=61.9%, 18/19= 63% Reading- Economically Disadvantaged students 15/16=58.3, 16/17=59.3%, 17/18=60.6% Science-

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Economically Disadvantage 17/18=22.2% 18/19=30.2% Social Studies- African American 16/17=53.5 %, 17/18=70%, 18/19= 72.4%

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

Based on the most recent state accountability tests: Over the past years the following GAPS are closing. (Combined Proficient and Distinguished) Reading- African American 15/16=58.3% 17/18=61.9%, 18/19= 63% Reading- Economically Disadvantaged students 15/16=58.3, 16/17=59.3%, 17/18=60.6% Science- Economically Disadvantage 17/18=22.2% 18/19=30.2% Social Studies- African American 16/17=53.5 %, 17/18=70%, 18/19= 72.4%

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.

Based on the most recent state accountability tests: Over the past years the following GAPS have lacked progress. (Combined Proficient and Distinguished) Hispanic- Social Studies 16/17= 52.7% 17/18=NA (Not enough students) 18/19=49.3% Hispanic Reading 16/17=59.1%, 17/18=71.1% 18/19=51.6% African American Math 16/17=53.7%, 17/18=64.7%, 18/19=48%

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

Currently the school is continuing to study and begin implementing evidenced based practices that reach all students, identified in the 19-20 and 20-21 CSIP.

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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.

Instructional Team- Team of teachers with each grade level and content area are represented in a monthly meeting that focuses on reviewing data and practices at the school. Data during this meeting is brought back to PLC meetings and then

implemented by staff. This team work with the SBDM to both review and revise policies related to instruction. MTSS Team- This team which consists of the principal, PGES Coach, three counselors and our special education team meet together weekly to review student data. This team has the task of identifying students who are not mastering standards at the rate of their peers. Achievement and growth data from multiple sources are analyzed and specific plans are put in place to meet the immediate needs of our students. Through analyzing behavior, academic, and attendance data our team is responsive to the needs of all populations of students. This team provides support to any student who may need more support. PLC (Individual Teachers)-PLC- Our PLC's meet once a week with a focus on the planning of evidenced based strategies and analyzing student work to identify achievement and next steps in the instructional process. When our teams analyze student data on unit assessments, common district assessments, or formative assessments each sub group of students are identified and their achievement is analyzed. Within the Plan, Do, Study, Act process our teachers will both identify the sub groups and their achievement while also creating next steps to best reach students who have not reached mastery of the standards. Three times a year the teachers will also reflect on their MAP scores which will help teachers identify students achievement based on national percentiles and growth based on national percentiles. The same process is completed for KPREP the fall after the students take the assessment. SBDM- Reviews policies, budget, and data to ensure that all students are able to learn at high levels.

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

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

The school has focused its efforts on the standard alignment and assessments based on district wide curriculum. The district curriculum is a critical component to creating a scope, sequence of standards that allow for all students learn at high levels.

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III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

The goals below are derived from goals calculated by the district assessment coordinator to meet short term and long term goals.

ATTACHMENTS

Attachment Name

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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.

Document Attached

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 20-21 CSIP	20-21 CSIP	• II.E • III
⊞ Gap Goals 20-21	Gap Goals 20-21	• III
⊞ Gap Populations		• I

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 *(Proficiency Goal):* Increase proficiency in combined Reading and Math from 67% in 2018-2019 to 83.5% by 2023-2024 as measured by state-required academic assessments.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase proficiency in Reading from 69.1% to 71.6% by 2020-2021 as measured by state-required academic assessments.	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A
Objective 2 Increase proficiency in combined Math from 63.0% to 68.0% by 2020-2021 as measured by state-required academic assessments.	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A

2: Separate Academic Indicator

Goal 2 (Separate Academic Indicator Goal): Increase proficiency in separate academic indicators from 56% in 2018-2019 to 78% by 2023-2024 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in Science from 39.0% to 59.5% by 2020-2021 as measured by state-required academic assessments.	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A
Objective 2 Increase proficiency in separate Social Studies from 72.5% to 80.5% by 2020-2021 as measured by state-required academic assessments.	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A
Objective 3 Increase proficiency in Writing from 63.7% to 78.6% by 2020-2021 as measured by	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A

state-required academic assessments.	practices with standards based grading to aid their progression of learning.		information and feedback to students and families.	
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A

3: Achievement Gap

Goal 3 (*Gap Goal*): Increase proficiency in combined Reading and Math for students that qualify for Free and Reduced Lunch from 58% in 2018-2019 to 79% by 2023-2024 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency Reading for students that qualify for Free and Reduced Lunch from 60.6% to 73.9% by 2020-2021 as measured by state-required academic assessments.	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A
Objective 2 Increase proficiency Math for students that qualify for Free and Reduced Lunch from 55.0% to 60.2% by 2020-2021 as measured by state-required academic assessments.	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A

4: Growth

Goal 4 (Growth): By 2023-2024, increase the overall growth from 67.4 to 69.0 (Very High Growth) and maintain that level on an annual basis.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the overall growth from 67.4 to 69.0 (Very High Growth).	Develop systemic approach to design and deliver instruction to ensure students are evaluated based on best practices with standards based grading to aid their progression of learning.	Teachers will read and respond to education articles and evidence regarding standard based grading. Teachers will go through the same questions set from 20-21 PLCs to guide discussions.	Teachers will transition from traditional grading to standards based grading providing more specific information and feedback to students and families.	PLC minutes will document the highlights of the discussions with each team. Sandersville Report Cards will show standards mastery instead of traditional percentage grades.	N/A
	Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Sandersville staff will complete the 5 Kirwin Implicit Bias Modules and discussion activities created by the FCPS equity department.	Completion of the Modules in Safe Schools, district plus deltas, and high levels of engagement during staff meetings.	School walkthrough data will show an increase in engagement by diverse learners.	N/A