

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, school 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 six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, 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 district 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, Baldrige, 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.

Proficiency/Gap/Growth Goals (3 year target for each)

- Increase the combined reading and math Proficiency Index from 64.7 to 73.0 as measured on KPREP by 2023.
- Increase the GAP index score 50.5 to 60.0 as measured on KPREP by 2023
- Increase the Growth index score from 55.8 to 60.0 as measured on KPREP by 2023

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
<p>ZMS had a combined reading and math % P/D of 44.5 in the 18-19 school year. Increase by 10% in 2021</p> <p>Last year, 44% of SWD scored Novice in Reading and 39% scored Novice in Math on KPrep. Increase by 10% in 2021</p>	<p>ZMS will have a combined math and reading % P/D score of 50% on KPrep for the 2020-2021 school year.</p> <p>ZMS will have less than 25% of SWD scoring Novice in both math and reading on the 2021 KPrep assessment</p>	<p>KCWP 1 KCWP 2 KCWP 5</p>	<p>-Professional Learning on unpacking standards and designing Learning Targets (KCWP 1) -CFA data analyzed in PLC and small group recovery provided for students not mastering standards (KCWP 5) -CASE Benchmark data analyzed to determine "bubble" students. Additional supports and recovery provided during Seminar, PLT, and after school ESS (KCWP 5) -SpEd teacher participation in content PLCs weekly -<u>Hacking Engagement & Digital Learning Playbook</u> Book Studies -Virtual Engagement Professional Learning -MTSS Coach- training for teachers on Tier 2 & 3 interventions</p>	<p>-PLC meetings are facilitated by admin and minutes are reviewed -CFA data -Analysis of CASE data -Eleot data analysis -Walkthrough observations</p>	<p>Instructional Tutor, Book Studies - Title 1 - \$50,000 ESS - \$11,000</p>	<p>-Weekly ILT meetings every Wednesday to review data -Title 1 Evaluation Survey administered Spring/Summer 2020 -Virtual Title 1 Parent/Student Open House -Title 1 Instructional Tutor provides additional math instruction throughout the day in whole group classes as well as individual tutoring -Social Media communication of Title 1 Compact and plans -Student Led Conferences & Student Showcase March 2021 -MTSS coach works with teachers and students to develop plans</p>
<p>2018-2019 EOY attendance data indicated that ZMS attendance was 93.92%</p>	<p>ZMS will have an EOY attendance rate of 95% with less than 10%</p>	<p>KCWP 6</p>	<p>-Restructured and implemented PBIS systems within the building</p>	<p>-Attendance data monitored monthly during Attendance PLC meetings</p>	<p>General Fund - \$5000</p>	

with 19.11% considered chronic absenteeism. Due to the Covid-19 pandemic we do not have complete or valid attendance data for either last year or this year.	considered chronic absenteeism - this may need to be adjusted to participation rate rather than attendance rate.		-PTSA awards for attendance success -Creation of a House System within the building to create community and engagement			

Separate Academic Indicator (3 year target)

- *Increase the Separate Academic Index score from 52.8 to 66.0 as measured on KPREP by 2023*

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
Last year 84% of students scored Novice or Apprentice on the Science KPREP assessment	ZMS will lower the percent of students scoring N/A on the Science KPREP assessment to 65%	KCWP 1 KCWP 2 KCWP 3 KCWP 5	-Continued professional learning on unpacking standards and creation of student friendly learning targets along with alignment of assessments with standards at the correct DOK level (KCWP 1) -DBQ approach to instruction in Social Studies with focus on Claim, Evidence, Reasoning (KCWP 2 and KCWP 3) - Science assessment writing training from district Science Coach and ZMS instructional coach to be more TCT like (KCWP 3) -On demand live scoring for 8th graders (KCWP 2) - Use of uniform writing plan across content areas	- PLC minutes - Lesson Plans - CFA data - elect data - digital writing portfolios and reflections		
Last year 54% of students scored Novice or Apprentice on the Social Studies KPREP assessment	ZMS will lower the percent of students scoring N/A on the Social Studies KPREP assessment to 40%					
Last year 83% of students scored Novice or Apprentice on the Writing KPREP assessment.	ZMS will lower the percent of students scoring N/A on the Writing KPREP assessment to 65%					

			focused on Claim, Evidence and Reasoning (KCWP 5)			

Academic Data		Bullet Points
Middle School Reading (all students)		52.3% of all students scored P/D in Reading (increase)
Middle School Math (all students)		36.7% of all students scored P/D in Math (increase)
Middle School Writing (all students)		16.8% of all students scored P/D in Writing (decrease)
Middle School Science (all students)		15.8% of all students scored P/D in Science (increase)
Middle School Social Studies (all students)		45.6% of all students scored P/D in Social Studies (decrease)
Students w/Disabilities Reading		29.6 % of students scored P/D in Reading (increase)
Students w/Disabilities Math		22.2 % of students scored P/D in Math (increase)
Students w/Disabilities Writing		12.5% of students scored P/D in Writing (increase)
Students w/Disabilities Science		12.5% of studentss scored P/D in Science (increase)
Students w/Disabilities Social Studies		6.25% of students scored P/D in Social Studies (decrease)
Economically Disadvantaged Reading		47.0% of students scored P/D in Reading (increase)
Economically Disadvantaged Math		29.6% of students scored P/D in Math (decrease)
Economically Disadvantaged Writing		11.8% of students scored P/D in Writing (decrease)
Economically Disadvantaged Science		12.7% of students scored P/D in Science (decrease)
Economically Disadvantaged Social Studies		35.5% of students scored P/D in Social Studies (decrease)
Non-Academic Data		
Behavior		713 Total Major Incidents for the Year
Student Attendance		2018-2019 EOY Attendance Rate of 93.92%
Teacher Attendance		2018-2019 EOY Teacher Attendance Rate of 94.09



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Zoneton Middle School
Cyndi Bell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

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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.

See Attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Teachers collaboratively developed the Zoneton Strong Mission and Vision: We are Zoneton Strong; strength in character, community, and academics. This year, staff reviewed this mission statement in light of the currently state of our world. Where we have put more focus on the academic strength in years past, we determined a need for an increased focus and commitment this year on the character and community. Over 74% of our populations qualifies for free and reduced lunch and ??? of our students receive services for special education. One of the ways we are seeking to focus our efforts on the character and community of our students is through the implementation of our House System. Students are randomly assigned to one of 8 houses in which they will stay for their entire tenure at ZMS. These houses are named based on character attributes with a cultural spin. Each house represents a different country, language, character trait, color, and symbol. They have service projects which will be completed and work to develop a sense of community within the larger school population. Within each house there will be a random mix of students from all groups to allow all to have a greater sense of involvement. We are continually looking for additional ways to celebrate the successes of all of our students and the house system provides the perfect catalyst for these recognitions.

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

Over the last two academic years, the gap has continued to decrease among our students with disabilities in both reading and math. From 2017 - 2019, the percent P/D among SWD has jumped from 12.2% to 29.6% in reading and from 14.3% to 22.2% in math; where as percent P/D for all students has decreased in math and only improved slightly in reading. Economically disadvantaged students have shown a limited increase in reading moving from 45.6% P/D to 47.0% P/D from 2017- 2019. In math, however, they have continued to drop as have all students. We were very optimistic at the end of the last school year that our results would indicate even greater success in closing this gap; however due to the Covid-19 pandemic there wasn't additional testing to provide this data.

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.

Students with disabilities have shown improvements in all areas other than social studies. This subgroup was the only group to show improvement this past year in writing. Progress was made in science, math, and reading. From 2017 - 2019, the percent P/D among SWD has jumped from 12.2% to 29.6% in reading and from 14.3% to 22.2% in math

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.

Progress in the area of math has not been seen over the last two years at Zoneton Middle School. The percent P/D for all students has dropped from 41.7% to 36.7% from 2017-2019. Economically disadvantaged students have shown a significant decrease during this same time period dropping from 41.7% P/D to 29.6%.

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

Over the last two years the talent pool for math teachers has decreased greatly throughout the state. In the 2018-2019 school year, Zoneton had to fill one position the entire year with a long term sub and this year has a teacher who is emergency certified in that same position. I do believe that our math scores will show progression in the next several years as we have a strong math department who works well together and pushes their students in all areas.

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.

Administrative involvement within all Professional Learning Communities of the school has been a big change this year in regards to monitoring data in order to ensure closure of the achievement gap. Standards are unpacked, learning targets are created, common assessments are given and the data is analyzed to ensure mastery of standards by individual students. In addition, a Special Education collaborative team consisting of district personnel as well as school administration have continued to monitor instruction within the special education classrooms through eleot data, informal walk through data, CFA data within PLCs and formal observations.

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.)

Due to the need to decrease office referrals and improve behavior, a significant amount of time was spent last year revamping our PBIS systems within the school. Several teachers attended PBIS training and a committee worked diligently to implement new school wide systems and expectations. Six hours were spent by all teachers at the beginning of this year focused on increasing student engagement. In addition, teachers completed a book study - Hacking Student Engagement. Math teachers have continued meeting regularly with Kricket McClure at OVEC on creating rich tasks within the classroom which can be utilized in both a virtual or in-person academic setting. Teachers are also continually working on technological means of increasing student engagement in the virtual setting and spent time at the beginning of the school year learning various programs and techniques available to them.

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).

* By Spring CASE testing, the number of SpEd students in the 6th grade scoring Novice on reading will reduce to 8 (50%) * By Spring CASE testing, the number of 6th grade SpEd students scoring novice on the math portion of the test will be reduced to 6 (37.5%). * By Spring CASE testing, the number of SpEd students in the 7th grade scoring Novice on reading will reduce to 3 (16%) * By Spring CASE testing, the number of 7th grade SpEd students scoring novice on the math portion of the test will be reduced to 3 (16%) * By Spring CASE testing, the number of 8th grade SpEd students scoring novice on the math portion of the test will be reduced to 6 (43%) * By Spring CASE testing, the number of 8th grade SpEd students scoring novice on the reading portion of the test will be reduced to 4 (29%)

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

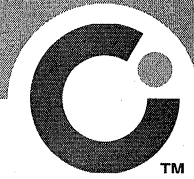
See Attached

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2020-2021 Measurable Achievement Gap Goals</u>		• III
 <u>ZMS Achievement Gap Group Spreadsheet</u>		• I



2020-21 Phase Three: Executive Summary for Schools_12092020_12:05

2020-21 Phase Three: Executive Summary for Schools

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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?

Located in northern Bullitt County in Shepherdsville, Kentucky, Zoneton Middle School sits atop a hill overlooking the community which it serves. The building first opened its doors in 2005 and has continued to be a staple part of the Hillview area. In August of 220, our total enrollment was 447 students and although we are a transient community, our numbers have stayed pretty steady through the months. Our current free and reduced lunch population makes up just over 60% of our student body; as such we are a Title 1 school and are also able to offer all of our students free breakfast and lunch every day. There are 3 teams of students organized by grade level and a Unified Arts Team. Due to the Covid-19 pandemic, our team structure is not as seamless as it has been in years past. Each team is comprised of staff certified in the areas of language arts, math, science, and social students. A special education teacher also collaborates with each team based on the service delivery indicated within the individual student IEP's of the students assigned to the team. Our master schedule structure provides students with 58-minute content classes and ensures that all students have access to all unified arts offerings of PE-Health, Arts/Humanities, Practical Living Career Studies, and Library-Technology. We have 30-minute seminar (T-Time) periods in each class to kickstart our days. Our school provides many opportunities for students to become involved in co-curricular and extra-curricular activities. We have expanded our extra-curricular to include baseball and also revived the robotics/STLP opportunities. The staff consists of 5 instructional assistants, 3 instructional tutors, a principal, assistant principal, a guidance counselor, and an instruction coach provided by the district. This year we also added an MTSS coach to our team. Community and parents involvement is improving. The PTSA has a full body of officers and holds regular meetings. We have increased parent communication strategies to include website, Facebook, Instagram, Twitter, family nights, and a newsletter sent through IC messenger and Facebook.

. 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.

Zoneton Middle School is an ABRI/PBIS school and our motto is #ZonetonStrong- Strength in Character, Community, and Academics/Be part of the pack. We are

currently in the process of revamping our PBIS systems and expectations within the school and believe that we will see a tremendous decrease in our behavior issues within the building. Data shows 100% of our students and staff know the school mission and vision. Student and parent internalization of the motto is evidenced through the dialogue heard between students, teachers, and parents.

. 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.

Although a fair amount of growth overall has been achieved over the last four years, there has been a significant drop in the last two years in several areas. Parent involvement and community support has increased tremendously this year as evidenced by participation within our PTSA and the various activities they have planned just in the last few months. Our social media presence has really helped to drive our community involvement as well. We have put an increased emphasis this year on developing our PLCs and the focusing the conversations around data.

. **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.

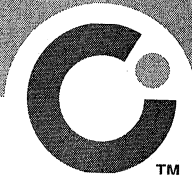
N/A

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

Zoneton Middle School continues to strive to partner with our parents and the community to encourage students to be college and career ready. Our stakeholders have embraced the Zoneton Strong mission and vision. ZMS continues to expand its programs and extra-curricular activities to enhance the educational experience of all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10062020_16:48

2020-21 Phase Two: School Safety Report

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes - 09/08/2020

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

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

Yes

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

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

Yes

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

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

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

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

Yes

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

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

Yes - 08/17/2020

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

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

Yes

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

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

Yes - 1/10/2020

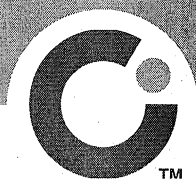
9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10062020_16:43

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

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.

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

COMMENTS

Zoneton Middle School

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

ATTACHMENTS

Attachment Name

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

☐ 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 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

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

☐ 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

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

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

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

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 under section 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)).

☒ 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).

☒ 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

COMMENTS

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

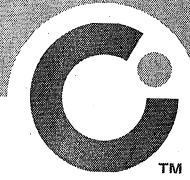
☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Title 1 Parent Orientation</u>		• 3
 <u>Title 1 Parent Survey</u>	After our fall virtual Title 1 meeting (recorded for future reference), parents completed this survey to indicate they had reviewed the Title 1 document. There is also a comment section where parents could ask questions or offer suggestions on our Title 1 plan, and/or compact.	• 3



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09042020_10:43

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Zoneton Middle School
Cyndi Bell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
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.

Cynthia R. Bell 09-04-2020