2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09302021_05:47

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Andrea Krumpelman 9/30/21

2021-22 Phase Two: The Needs Assessment for Schools_10222021_05:14

2021-22 Phase Two: The Needs Assessment for Schools

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data is reviewed and analyzed with a variety of stakeholders at Beechgrove Elementary. During weekly PLC meetings, weekly assessment data and common assessment data are reviewed and analyzed to determine next steps in instruction for students. Other data sources that are analyzed include MAP data and KSA data. As part of the analysis of common assessment data, teachers breakdown the percentage of proficient/distinguished for each standard measured on the assessment. For those students who have not yet mastered the standards, teachers identify ways to spiral back and reteach content. Through collegial conversations, teachers are able to share instructional strategies and a plan of action for students.

The MTSS team consists of principal, assistant principals, counselor, academic interventionist, and KTP social worker. The MTSS team meets weekly to discuss students receiving Tier 2 and Tier 3 academic and/or behavior interventions. Progress is monitored weekly on intervention goals. During these meetings, requests for student support referrals are reviewed to determine if students need an additional level of support beyond Tier I in the classroom. Every 6-8 weeks Tier 3 intervention data is reviewed and every 8-10 weeks Tier 2 intervention data is reviewed. During the data check meetings it is determined whether students are making adequate progress, need additional support, or are ready to exit an intervention. In addition to the MTSS team, the Reducing Barriers to Learning (RBTL) team meets weekly. This team includes the principal, assistant principal, counselor, FRYSC coordinator, and District Reducing Barriers to Learning interventionist. The team reviews attendance data and student concerns. The SBDM council consists of three teacher representatives, two parent representatives, and the principal. The council meets monthly and student achievement and data review is part of every agenda.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our data trends from the past two academic years indicate a need and continued effort in the areas of both reading and math. In 2019, our overall reading proficiency was 57.3% which is a decrease from 2018 when reading proficiency was at 61.9%. In 2021, we saw a significant decrease in proficiency scores in reading to 42.1%. This drastic decrease was definitely impacted by inconsistent instruction due to the COVID-19 pandemic. Reading achievement is a focus area. In 2019, our overall math proficiency was 53.6% which is a decrease from 2018 when math proficiency was at 58.6%. Again, in 2021 we saw a significant decrease in proficiency scores in math to 40.6%. Math achievement is a focus area as well. Our MAP data in Reading and Math for the 2020-21 school year showed growth from the Fall 2020 assessment to the Spring 2021 assessment. In fall 2020, 56.11% of students scored at or above the 50th percentile in Reading and in the spring of 2021 this number grew to 62.06% of students scoring at or above the 50th percentile in Reading. In Math, 48.96% of students scored at or above the 50th percentile in the fall of 2020

and in the spring of 2021 52.21% of students scored at or above the 50th percentile. Current MAP data from fall 2021 shows that 59.20% of students scored at or above the 50th percentile in Reading and 56.88% of students scored at or above the 50th percentile in Math. Transition readiness data for 3rd grade data indicates that 56.99% of students exiting 3rd grade in 2021 were reading on grade level. According to our MAP data from the spring 2021, 22.50% of students with disabilities scored at or above the 50th percentile in Reading and 21.25% of students with disabilities scored at or above the 50th percentile in Math. In comparison, on the 2021 KPREP assessment only 11.1% of students with disabilities were proficient in both reading and in math. The number of behavior referrals decreased from 182 in 2019-20 to 58 in 2020-21.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

42.1% of students scored proficient/distinguished on KPREP Reading. 40.6% of students scored proficient/distinguished on KPREP Math. 11.1% of students with disabilities scored proficient/distinguished on KPREP Reading. 11.1% of students scored proficient/distinguished on KPREP Math. 34.7% of students receiving free/ reduced lunch scored proficient/distinguished on KPREP Reading. 33.5% of students receiving free/reduced lunch scored proficient/distinguished on KPREP Math. The Brigance assessment data shows that 42% of students are kindergarten ready and 8% of students are kindergarten ready with enrichments. Non-Academic Current State: Survey results indicate that 94.5% of students believe Beechgrove is a caring place. Survey results also indicate that 98.9% of students believe that adults from our school work hard to make sure students are safe. The Impact Survey from 2020 indicates that 61% of the staff view faculty and staff relationships with school

leaders as positive. In addition, 44% perceive school leadership as effective. The attendance rate for the 2019-20 school year was 95.71% with a goal of 96.88%.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

71.3% of third grade students scored below proficiency in Reading on KPREP. 60% of third grade students scored below proficiency in Math on KPREP. 88.9% of students with a disability scored below proficiency in both Reading and in Math. 65.3% of fourth grade students scored below proficiency in Science.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Fall 2021 MAP data shows that 59.20% of students scored at or above the 50th percentile in Reading and 56.88% of students scored at or above the 50th percentile in Math. In Math, this is a 4.67% increase from Spring 2021. Another strength is that students with disabilities scoring at the 50th percentile or above on MAP reading increased from 22.50% in the Spring 2021 to 29.63% in Fall 2021. Students with disabilities also increased in MAP Math from 21.25% in Spring 2021 to 35.44% in Fall 2021. In all tested areas on KPREP, Beechgrove Elementary is higher than the state average for students scoring proficient/distinguished. 95.3% of students believe that their schoolwork helped them learn new things this year. 98.9% of students feel that if they need help with schoolwork, they can ask a teacher.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

Beechgrove Elementary will focus resources and efforts around KCWP 1: Design and Deploy Standards and KCWP 2: Design and Deliver Instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Beechgrove Elementary School Key Elements		

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	- PLC meetings are held weekly. Meetings focus on analyzing common assessments and weekly assessments and planning next steps in instruction for students. -Assessment data is analyzed through the use of Performance Matters. - Faculty meetings and PLC meetings focused on job embedded professional learning utilizing resources from the KCSD Professional Learning landing page based on needs. Topics to include: backward design to plan, intentional work with standards, development of weekly assessments, and data analysis.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	- The Multi-Tiered System of Supports (MTSS) is in place to support Tier 1, Tier 2, and Tier 3 instruction. -Instructional walks are done in each classroom monthly by the administrative team to monitor and give feedback on instruction.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	- Formative weekly assessments and common assessments are implemented and data recorded in Performance Matters and weekly assessments in the school data dashboard.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	- Weekly Special Education PLC meetings to analyze progress toward IEP goals and relate to progress on grade level content through common assessment data. - Analyze assessment data in PLC meetings to determine next steps in instruction.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	- Classroom assessment data is monitored and analyzed at PLC meetings. Common assessment data is kept in the Learning Management System (Performance

	Matters) and weekly assessment data is in the school grade level dashboard. - Special education progress data is monitored and analyzed at weekly meetings.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	- Born Learning and community engagement opportunities for families. - A variety of extra-curricular activities offered to students. - PBIS implementation and positive behavior rewards provided to students. - Recognition of students for academic achievement.

2021-22 Phase Two: School Assurances_10222021_05:04

2021-22 Phase Two: School Assurances

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **● Yes**
- o No
- o N/A

COMMENTS

2. 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**
- o No
- o N/A

COMMENTS

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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**
- o No
- o N/A

COMMENTS

9. 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**

o No

o N/A

COMMENTS

10. 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**

o No

o N/A

COMMENTS

11. 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**

o No

o N/A

COMMENTS

12. 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**

o No

o N/A

COMMENTS

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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**
- o No
- o N/A

COMMENTS

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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.

o Yes

o No

● **N/A**

COMMENTS

26. 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.

o Yes

o No

● **N/A**

COMMENTS

27. 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.

o Yes

o No

● **N/A**

COMMENTS

28. 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.

o Yes

o No

● **N/A**

COMMENTS

29. 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.

o Yes
o No
● **N/A**

COMMENTS

30. 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.

o Yes
o No
● **N/A**

COMMENTS

31. 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.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

o Yes

o No

● **N/A**

COMMENTS

33. 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.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10222021_05:16

2021-22 Phase Two: School Safety Report

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, 8/24/21

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

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

Yes, 8/12/21

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_12012021_14:28

2021-2022 Phase Three: Comprehensive School Improvement Plan

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

see attached

ATTACHMENTS

Attachment Name

Beechgrove Elementary CSIP Goal Template 21.22

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Beechgrove Elementary CSIP Goal Template 21.22		

Updated May 2021

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- 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.

Updated May 2021

1: Proficiency

Goal 1: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in reading from 57.3% in 2019 to 78.65% in 2025 as measured by the school report card. Beechgrove will increase the percentage of students scoring proficient/distinguished in math from 53.6% in 2019 to 76.8% in 2025 as measured by the school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 To increase our percentage of students scoring proficient/distinguished in reading from 57.3% in 2019 to 61.57% in 2022 as measured by the school report card. Objective 2 To increase our percentage of students scoring proficient/distinguished in math from 53.6% in 2019 to 58.24% in 2022 as measured by the school report card.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Monthly learning walks to provide clear and concise feedback to teachers around the Cycle of Quality Instruction to improve Tier 1 instruction. - Review current curriculum resources in reading and math and align curriculum schoolwide with high quality instructional resources. - Implement weekly assessments and alignment to standards. - Utilize the LMS to track common assessment data and weekly assessment data through grade level spreadsheets, to analyze data, identify trends and mastery of standards, and plan adjustments to Tier 1 instruction to meet the needs of students.	- Weekly Assessments - Common Assessments - RTI Progress Monitoring Data - MAP Scores - KSA data	- Learning walks monthly by school administration and district consultants focused on the cycle of quality instruction. - Analysis of weekly formative assessments. - Ongoing analysis of common assessments. - RTI Tier 2 and Tier 3 data analyzed every 8-12 weeks.	$50,000

2: Separate Academic Indicator

Goal 2: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in Science from 28.3% in 2019 to 64.15 in 2025 as measured by the school report card. Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in Writing from 57% in 2019 to 78.5% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	
Objective 1 Increase percentage of students scoring proficient/distinguished in science from 28.3% in 2019 to 35.47% in 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. - Ensure congruence is present between standards, learning targets, and assessment measures. - Utilize knowledge of best practice instructional strategies to aid in curricular adjustments after analyzing data for students who fail to meet mastery.	- Formative Science Assessments - Science Common Assessments	- Learning walks during science class in each grade level and during PLTW special area class by both administrative team and district consultants.	$1200 (PLTW)
Objective 2 Increase percentage of students scoring proficient/distinguished in writing from 28.3% in 2019 to 35.47% in 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Review schoolwide writing policy and vertical alignment of writing instruction. Collaborate during PLC meetings to develop writing strategies and plan writing instruction. - Ensure congruency is present between standards, learning targets, and assessment measures. - Implement schoolwide on demand writing scrimmages and provide feedback to students to move toward proficiency.	- Formal/informal observations - Lesson plans reflecting aligned with writing standards and school writing policy. - Scores on KSA	- Learning walks during writing instruction to provide feedback on implementation. - Score writing pieces collaboratively in PLC meetings to discuss strengths and areas of growth in student writing and next steps in instruction.	$500

3: Achievement Gap

Updated May 2021

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	
Objective 1 To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 11.1% in 2021 to 42.49% in 2022 as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Weekly special education PLC meetings focused around analysis of IEP data in each academic area, discussing strategies for those students not making progress, and then correlating this data to performance on classroom assessments. - MTSS Tier 2 and Tier 3 progress checks conducted to discuss student progress toward intervention goals and discuss next steps in instruction utilizing the tiered progression charts. - Learning walks completed during resource and collaborative blocks of time to provide specific feedback on instruction and to differentiate professional learning for teachers based on these observations.	- IEP Progress Data - Weekly/Common Assessment Data	- Weekly monitoring of IEP goal progress at special education team PLC meetings (one area each week). - Weekly and Common Assessment Data review.	$0
Objective 2 To increase the percentage of students with disabilities scoring proficient/distinguished in math from 11.1% in 2021 to	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Weekly special education PLC meetings focused around analysis of IEP data in each academic area, discussing strategies for those students not making progress, and then correlating this data to	- IEP Progress Data - Weekly/Common Assessment Data	- Weekly monitoring of IEP goal progress at special education team PLC meetings (one area each week). - Weekly and Common Assessment Data review.	$0

46% in 2022 as measured by the school report card.		performance on classroom assessments. - MTSS Tier 2 and Tier 3 progress checks conducted to discuss student progress toward intervention goals and discuss next steps in instruction utilizing the tiered progression charts. - Learning walks completed during resource and collaborative blocks of time to provide specific feedback on instruction and to differentiate professional learning for teachers based on these observations.			

4: Growth

Goal 4: By 2025, Beechgrove Elementary will increase the percentage of students showing growth on the Spring Measures of Academic Progress (MAP) assessment for reading from 59.1% in 2019 to 79.55% and for math from 51.33% in 2019 to 75.66% as measured by the Measures of Academic Progress (MAP).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	
Objective 1 To increase the percentage of students showing growth on the Spring MAP assessment for reading from 59.1% in 2019 to 63.19% as measured by NWEA MAP reports.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	- Review and revise reading instructional policy to vertically align instruction. - Implementation of content planning PLC meetings to discuss standards and plan instruction as a team.	- MAP data reviewed 2 times per year - weekly and common assessment data	- Analysis of weekly assessment data and common assessment data to adapt instruction to amster standards. - Learning Management System allows for teachers to quickly identify needs and standard that still need to be mastered.	$0
Objective 2 To increase the percentage of students showing growth on the Spring MAP assessment for math from 51.33 in 2019 to 56.20 as measured by NWEA MAP reports.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	- Review and revise math instructional policy to vertically align instruction. - Implementation of content planning PLC meetings to discuss standards and plan instruction as a team.	- MAP data reviewed 2 times per year - weekly and common assessment data	- Analysis of weekly assessment data and common assessment data to adapt instruction to amster standards. - Learning Management System allows for teachers to quickly identify needs and standard that still need to be mastered.	$0

5: Kentucky Impact Survey (optional)

Goal 5: By 2024, Beechgrove Elementary will increase the percentage of teachers who respond favorably to the amount of professional development opportunities offered are valuable from 35% to 60%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase valuable professional development opportunities from 35% in 2020 to 50% in 2022.	KCWP 5: Design, Align, Deliver Support Processes KCWP	- Survey staff on professional development needs. - Monitor and track data to determine professional development needs.	2022 Kentucky Impact Survey Results	- Impact Survey Results - Weekly and common assessment data	$500

2021-22 Phase Three: Executive Summary for Schools_11242021_10:05

2021-22 Phase Three: Executive Summary for Schools

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

Beechgrove Elementary is located in Independence, Kentucky, servicing approximately 700 students in preschool through fifth grades. Beechgrove serves a diverse population of students across socio-economic, racial, and ethnic backgrounds. With over 50% of the school's population being economically disadvantaged, Beechgrove qualifies as a school wide Title 1 school. Due to the high percentage of students who are economically disadvantaged, Beechgrove has been identified as a CEP school and we are able to provide free breakfast and lunch to all students everyday. Our Family Resource Center provides support in a variety of ways to our Beechgrove families. Food bags, clothing, holiday assistance, and many more are provided to those families who need it through our FRYSC. Based on 2020-21 KSA, Beechgrove scored above the state average in all academic areas. All of our teachers are highly qualified. Our dedicated and experienced staff works as a Professional Learning Community to motivate and challenge students at high levels. Our teaching team includes general education teachers, special area teachers (Physical Education, Art, Music, Project Lead the Way, and Media Specialist), special education teachers, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading intervention teachers, instructional assistants, school counselor, two assistant principals and principal. We strive to create learning environments in classrooms to promote 21st century learning that support students academically and socially. Working as a team with families, community members, educators and students, Beechgrove provides quality educational opportunities for all of our students.

School's Purpose

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.

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove is a Positive Behavior Intervention Support school. Staff uses a positive and proactive approach with classroom management

ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order for the learning needs of all students to be met. The school implements a Multi-Tiered System of Supports to meet the needs of all students, starting with Tier 1 in the classroom. Tier 2 and Tier 3 interventions are implemented for students who need additional support. Teachers implement research based programs and strategies that are determined based on student need and analysis of assessment data. The school receives Title I funding to help support students that are not achieving grade level standards. Teachers are analyzing data and making informed decisions about next steps in instruction on a regular basis. Students have the opportunity to connect to others through extra curricular activities outside of the school day including: Art Club, STLP, Running Club, Basketball, Choir, Student Council, and E-Wise. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade. These students receive enrichment opportunities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as have opportunities for differentiation in instruction through the Prep/Prep Plus program.

Notable Achievements and Areas of Improvement

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.

Beechgrove has performed above the state average in all academic areas on the Kentucky Summative Assessment. We reached our CSIP objective from the 2020-21 school year with an increase in students scoring proficient/distinguished in science. On the MAP assessment, students showed growth from Fall 2020 to Spring 2021 in both Reading and Math. The Second Step program has been adopted as the schoolwide Tier 1 SEL curriculum. Teachers have been begun implementation daily with students. We are a Positive Behavior Intervention Support (PBIS) school. Students are recognized for positive behavior and student celebrations are incorporated to recognize student accomplishments. An area of improvement is to increase our overall proficiency in reading and math for all students. In 2021 we saw a significant decrease in proficiency scores. This was expected due to the pandemic and inconsistency in instruction. We will strive to continue to increase our achievement scores.

Additional Information

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

Additional Information

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

Beechgrove Elementary was selected to pilot the first Toyota Bornlearning® Academy to support kindergarten readiness and beyond. Due to the success of this program at our school, United Way of Greater Cincinnati Success By 6 chose Beechgrove to be the model site for the state. Additional schools in the state are working to implement this program with funding provided from Toyota. Our Family Resource Center collaborates with these schools to ensure fidelity of the Toyota Bornlearning® program. The Bornlearning® Academy is a series of family workshops. Together families learn how to prepare children for school by turning everyday moments into learning opportunities.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_12012021_11:11

2021-22 Phase Three: Professional Development Plan for Schools

Beechgrove Elementary School
Andrea Krumpelman
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of Beechgrove Elementary is to prepare life-long learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on instruction.

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?

Our top two priorities for professional development that supports continuous improvement per the needs assessment are Tier 1 instruction in Reading and Math.

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

The school goals are as follows: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in reading from 57.3% in 2019 to 78.65% in 2025 as measured by the school report card. Beechgrove will increase the percentage of students scoring proficient/distinguished in math from 53.6% in 2019 to 76.8% in 2025 as measured by the school report card. In order to increase student achievement in Reading and Math, our professional learning needs to be centered around these areas.

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.

Our first objective is to increase our percentage of students scoring proficient/ distinguished in reading from 57.3% in 2019 to 61.57% in 2022 as measured by the school report card. Teachers collaborate in PLC meetings weekly to analyze classroom data, as well to discuss plans for instruction. Learning walks are conducted monthly to provide feedback on instruction including areas to reinforce in instruction and areas for recommendations.

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

The intended results are increased proficiency and achievement for students in reading and stronger instruction in reading.

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.

Weekly assessment data, common assessment data, growth on the MAP assessment taken twice per year, will all be used to monitor student progress and

mastery of standards. Data is monitored weekly and discussed at PLC meetings with teachers to discuss strategies to address any areas of deficit.

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

Teachers and students

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

Principals, teachers, students

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

Funding for instructional resources, time to analyze data, and time to collaborate.

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

Weekly PLC meetings held to analyze data and discuss student progress.

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.

Lesson plans will be monitored for intentional planning. Ongoing weekly assessments, common assessments, and state assessments will be used to monitor progress.

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.

The second priority need objective is to increase the percentage of students scoring proficient/distinguished in math from 53.6% in 2019 to 76.8% in 2025 as measured by the school report card. Teachers collaborate in PLC meetings weekly to analyze classroom data, as well to discuss plans for instruction. Learning walks are conducted monthly to provide feedback on instruction including areas to reinforce in instruction and areas for recommendations.

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

The intended results are increased proficiency and achievement for students in math and stronger number sense.

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.

Weekly assessment data, common assessment data, growth on the MAP assessment taken twice per year, will all be used to monitor student progress and mastery of standards. Data is monitored weekly and discussed at PLC meetings with teachers to discuss strategies to address any areas of deficit.

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

Teachers and students

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

Principals, teachers, students

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

Funding for instructional resources, time to analyze data, and time to collaborate.

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

Weekly PLC meetings held to analyze data and discuss student progress.

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.

Lesson plans will be monitored for intentional planning. Ongoing weekly assessments, common assessments, and state assessments will be used to monitor progress.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09302021_12:26

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Kim Mott 9-30-21

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 Phase Two: The Needs Assessment for Schools_10202021_11:24

2021-22 Phase Two: The Needs Assessment for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 9

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our school's data analysis is a recursive process that involves systematic PLC's built into our school's culture. Teachers meet weekly in grade level PLC's to review weekly and district common assessment data in the areas of reading and math. This data is entered into Performance Matters which allows us to filter data sets, to see individual student data and to analyze standards mastery by student, class, grade level, school and district. This system also allows us to filter by GAP group to identify trends in each of these areas and to make instructional adjustments. This data is tracked and celebrated weekly. Grade Level teams receive blue ribbons for meeting 80% proficiency in the grade level and red ribbons for showing growth from week to

week. Proficiency data as it relates to students with disabilities is reviewed monthly at a Special Ed Data Dig using the Performance Matters data system as well. The teacher leadership team at the school level meets bi-weekly on Friday mornings to discuss various data sets and provides teacher input on instruction, curriculum resources, social emotional learning, discipline data or other data that impacts student achievement, safety and culture. The is team is responsible for communicating back to the their grade level instructional adjustments and decisions. Recommendations from this group may be given to our SBDM Council. Our Council meets monthly and multiple data sets related to student achievement are shared at these regular meetings to stakeholders. In addition, our Admin Team (MTSS- Multi-Tiered System of Support) meets every Monday to review current attendance, behavior referrals, social emotional needs of students and both academic and behavioral student support requests from teachers. The MTSS team is comprised of Principal, Assistant Principal, Counselor, FRC, and district RBTL and KTP social workers. The MTSS team also meets every 8-10 weeks with teacher and interventionists to review Tier II intervention data, as well as every 6-8 weeks to review Tier III intervention data in the areas of reading ,math, behavior, mental health, and written expression. Progress data is analyzed by this team and then recommendations are discussed with teachers at PLC meetings to determine next steps and identify students who are making insufficient progress. Letters are sent to parents when Tier II or Tier III interventions are started or discontinued based on progress data. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KPREP, MAP, mid -terms, report cards and specific progress monitoring reports regarding intervention data. At the district level, we review multiple data sets in context with other schools at both our monthly Leadership meetings as well as monthly Curriculum and Instruction meetings. Data from these larger meetings is then shared with the school level Administrative team and communicated to teachers at Faculty Meetings and through our Weekly Memo. Data analysis is simply a part of the regular daily school and district culture.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends from the previous two academic years show that continued efforts are needed to increase our overall proficiency in Reading and math for all students. Our overall reading proficiency in 2019 was 58% according to KPREP state assessment data. In 2021, our overall proficiency decreased to 52%. Our overall math proficiency in 2019 (KPREP) was 61%, and we decreased to 42% on KPREP in 2021. (19% decrease) Consistent with our overall needs, our students with disabilities are underperforming in the areas of reading and math. Last year, only 10% of students with disabilities scored proficient/distinguished in Reading and only 6% in math. From Spring 2018 to Spring 2021 the school saw a 7% decrease of proficient scores on MAP reading and a 14% decrease in proficient scores on MAP Math. From Spring of 2018 to Spring of 2021, the school saw a 4% decrease in proficient scores on MAP Math for students with disabilities while in Reading scores for students with disabilities remained the same. From 2018 to 2021 the school saw a decrease of 58 behavior events according to school report card data. -

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Fifty-two percent (52.1%) of students scored proficient/ distinguished in Reading on KPREP state assessment. Forty-two percent (42.1%) of students scored proficient/distinguished in Math on KPREP state assessment. Ten percent (10.3%) of students with disabilities scored proficient/distinguished on KPREP Reading. Six percent (6.9%) of students with disabilities scored proficient/ distinguished on KPREP Math. Forth-six percent (46.6%) of free/reduced students scored proficient/distinguished on KPREP Reading. Thirty-seven percent (37.2%) of free/reduced students scored proficient/distinguished on KPREP Math. Fifty-nine percent (59.4%) of kindergarten students are kindergarten ready according to the

Brigance Assessment. Fifty-nine percent (59.2%) of all students scored proficient on MAP Reading in the fall of 2021. Fifty-seven percent (57.72%) of all students scored proficient on MAP Math in the fall of 2021. Thirty-one percent (30.91%) of students with disabilities scored proficient on MAP Reading in the fall of 2021. Thirty-eight percent (38.18%) of students with disabilities scored proficient on MAP Math in the fall of 2021. According the ACCESS data from Spring of 2021, eighty percent (80%) of EL students made growth. Fourteen percent(14%) reached attainment. Non-Academic Current State: Quality of School Climate and Safety Survey results indicate that ninety-eight 98% of students at Caywood believe school is a caring place. Survey results also indicate that ninety-nine (99.2%) of students believe that the adults work hard to make students safe at school. The same survey indicates that fifty-three (53.7%) of students believe that students being mean or hurtful to others online is a problem. The most recent impact KY survey results indicated that 34% of respondents perceive the overall social and learning climate of the school as favorable compared to 62% in the state. Impact survey results also indicated that 31% of respondents perceive the school leadership as effective. The attendance rate for the 2020-21 school year was 96.4% with a goal of 96.25%.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

According to state assessment data (KPREP) in the Spring of 2021, 52% of our students scored proficient/distinguished in reading. In addition, only 42% of our students scored proficient/distinguished in math. The same assessment data also indicates that only 10% of students with disabilities scored proficient/distinguished in Reading and only 7% of students with disabilities scored proficient/distinguished in math.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our Fall of 2021 MAP scores indicate an increase of 6% of students scoring in the 50th percentile or greater in the area of Math as compared to Spring 2021 scores. In addition, students with disabilities scoring in the 50th percentile and above on MAP math increased from 26% in the Spring of 2021 to 38% in the Fall of 2021. Caywood's overall rate of proficient and distinguished is above the state average in all tested areas including Reading, Math, Science and On-demand writing. Student perception data indicates a positive perception of our school with 98% of students surveyed indicating that our school is a caring place. Survey data also indicated that 96% of students feel that school work helped them learn new things during the Pandemic. Ninety-six percent (96%) of students participated in Google Meets online every day with their classroom teacher.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

After analyzing the key elements of teaching and learning, Caywood Elementary will focus its resources, time and effort to improve student achievement in the following two key Areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. We continue our focus on reviewing weekly and common assessment data at weekly PLC's to make necessary adjustments in instruction to ensure mastery of standards in reading and math. In addition, we are utilizing a new tool, Performance Matters, to collect common assessment data. This data will allow us to continually make on-going instructional adjustments which will improve student achievement. We will also continue our focus on providing high quality instruction to all students by providing feedback on the quality cycle of instruction for all teachers monthly and then will utilize the school wide learning walk feedback to provide continued differentiated professional development for teachers at monthly faculty meetings.

Attachment Summary

Attachment Name	Description	Associated Item(s)
School Key Elements Template-Caywood		

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	1) Weekly, data-driven, PLC's around common district and classroom formative assessments. Teachers engage in deconstructing standards and determining next steps for instruction. 2) Analysis of district common assessment scores though Learning Management System- Performance Matters. 3) Teachers participate in district standards work focused on deconstructing standards and designing assessment questions aligned to standards for use on weekly and common assessments.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	1) Admin conducts one learning walk per month for all teachers as well as all required formal observations centered around the Kenton County Quality Cycle of Instruction. 2) Teachers participate in monthly faculty meetings where learning walk feedback data is analyzed and differentiated professional development on the quality cycle of instruction is provided. 3) Multi-tiered system of support (MTSS) system is in place. Learning walks take place in intervention classrooms to ensure quality of instruction and fidelity of implementation of research-based programs. 4) Teacher accountability to lesson plans which follow the school's literacy and math plans developed during professional time over the summer.

KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	1) Administration and staff follow the KCSD Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment FOR Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2) Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters data dashboard. 3) Administration and staff are continuously engaged in meaningful discussions around student data during weekly PLCs and MTSS progress check meetings to analyze data and make informed instructional decisions.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	1) Weekly Grade Level PLC's to analyze assessment data, determine adjustments to instruction, identify standards that need to be retaught and determine student remediation. 2) Monthly Special Ed data digs to analyze student progress towards IEP goals, as well as progress towards mastery of grade level standards. Use of Performance Matters Reports to determine students who need instructional changes. 3)
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	1) Performance Matters is the Learning Management System that tracks standard based mastery for all students across all contents as well as MAP data.

	2) School Special Education Dashboard to track students making progress on IEP goals as well as progress towards proficiency. 3) PLC Agendas and "Overall Assessment Results" worksheets track evidence of data discussed as well as next steps. 4) District Data Dashboard to track Common Assessment Data, MAP Data, MTSS data, and Compliance Data across the district. This data is used to compare the progress of the students at Caywood and network with other schools showing successes.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	1) Academic achievement recognition of students showing growth and proficiency weekly and throughout the year to track and improve standards mastery and Transition Readiness. 2) PBIS and SEL curriculum implementation. 3) All students have an adult advocate. 4) Community Engagement and Partnerships with families and organizations. 5) Various extra-curricular activities to assist with all students being engaged, well-rounded students. 6) Student Climate Survey indicating positive school perception from students.

2021-22 Phase Two: School Assurances_10202021_12:48

2021-22 Phase Two: School Assurances

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

2. 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**
- o No
- o N/A

COMMENTS

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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**
- o No
- o N/A

COMMENTS

9. 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**
o No
o N/A

COMMENTS

10. 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**
o No
o N/A

COMMENTS

11. 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**
o No
o N/A

COMMENTS

12. 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**
o No
o N/A

COMMENTS

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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.

o Yes
o No
● **N/A**

COMMENTS

26. 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.

o Yes
o No
● **N/A**

COMMENTS

27. 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.

o Yes
o No
● **N/A**

COMMENTS

28. 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.

o Yes
o No
● **N/A**

COMMENTS

29. 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.

o Yes
o No
● **N/A**

COMMENTS

30. 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.

o Yes
o No
● **N/A**

COMMENTS

31. 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.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

o Yes
o No
● **N/A**

COMMENTS

33. 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.

o Yes
o No
● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10202021_13:19

2021-22 Phase Two: School Safety Report

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, August 2021

8. 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, August 2021

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11152021_14:04

2021-2022 Phase Three: Comprehensive School Improvement Plan

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Caywood CSIP Goal Builder	Caywood CSIP Goal Builder	•

Updated May 2021

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

Updated May 2021

1: Proficiency

Goal 1: Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the number of proficient and distinguished students in the area of reading from 58.56% to 62.6% in 2022.	KCWP 2: Design and Deliver Instruction	• Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. **-Implementation of the Cycle of Quality Instruction and monthly learning walks to provide clear and specific feedback on classroom instruction in order to consistently improve our Tier I core instruction.** **-Adoption of High Quality Instructional Resources and professional learning to address deficits in Reading Foundational skills**	Weekly Assessments; Common Assessments; MAP Scores; KSA data	Monthly classroom learning walks by Administration and District Consultants focused on the Quality Instruction cycle and ensuring that adjustments in instruction are made based on student products. Data is reviewed at monthly Faculty Meetings and differentiated professional learning is provided for teachers.	$1800 for substitute teachers so that teachers can observe Tier I Reading instruction with teachers within our school and outside of school if deemed appropriate for professional growth. $49,423.00 for Literacy Instructional Materials and training.
	KCWP 4: Review, Analyze and Apply Data	• Develop a progress monitoring system to monitor standards mastery for each student.	Weekly Assessments, Common Assessments. MAP, KSA Data	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review	$0

Goal 1:
Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card.
We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(Implement and Refine Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly & District Common Assessments to monitor proficiency of grade level standards.)		Common Assessment Data in Performance Matters to analyze data in context.	
	KCWP 5: Design, Align and Deliver Support	• Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. • Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. **-Refine MTSS system to provide regular 6-8 week progress checks for students in Tier III**	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	MTSS Team- 6 Week Data reviews by teachers, interventionists, Admin Team, Counselor, Social Worker. Student Support Requests monitored weekly and communication letters sent to parents for entering and exiting Tier II and Tier III interventions.	$0

Goal 1:
Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card.
We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and 8-10 week progress checks for students participating in Tier II for Reading and Math. When students are making insufficient or questionable progress, action steps will be taken to adjust instruction, and implement interventions for each skill deficit			
Objective 2: Increase the number of proficient and distinguished students in the area of math from 61% in 2019 to 64.9% in 2022.	KCWP 6: Establishing Learning Culture and Environment	• Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful. **-Implement Proficiency Celebration Badges weekly to recognize grade levels who have 80% of students at Proficiency (70% or above) in Reading and Math and show growth from the previous measure. Red Caywood Comet Badges will put on classroom doors to for showing growth, and Blue Comet Badges for hitting the 80% mark or above.**	Weekly and Common Assessment Scores %P/D as monitored with Performance Matters and Caywood Overall Results Tool.	Weekly data checks of student performance on Weekly and Common Assessment Data by Grade Level using Performance Matters and Caywood Overall Results Tool.	$0
	KCWP 6: Establishing Learning Culture and Environment	• Adopt a district/school-wide system or initiative to build character development	Discipline Referrals; Tier II and Tier III Behavior MTSS data	Weekly monitoring of discipline referrals and Tier II, Tier III Behavior data for students in Tiered	Grant Funding from District paid for 2nd

Updated May 2021

1: Proficiency

Goal 1: Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the number of proficient and distinguished students in the area of reading from 58.56% to 62.6% in 2022.	KCWP 2: Design and Deliver Instruction	• Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. **-Implementation of the Cycle of Quality Instruction and monthly learning walks to provide clear and specific feedback on classroom instruction in order to consistently improve our Tier I core instruction.** **-Adoption of High Quality Instructional Resources and professional learning to address deficits in Reading Foundational skills**	Weekly Assessments; Common Assessments; MAP Scores; KSA data	Monthly classroom learning walks by Administration and District Consultants focused on the Quality Instruction cycle and ensuring that adjustments in instruction are made based on student products. Data is reviewed at monthly Faculty Meetings and differentiated professional learning is provided for teachers.	$1800 for substitute teachers so that teachers can observe Tier I Reading instruction with teachers within our school and outside of school if deemed appropriate for professional growth. $49,423.00 for Literacy Instructional Materials and training.
	KCWP 4: Review, Analyze and Apply Data	• Develop a progress monitoring system to monitor standards mastery for each student.	Weekly Assessments, Common Assessments. MAP, KSA Data	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review	$0

Goal 1:
Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card.
We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(Implement and Refine Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly & District Common Assessments to monitor proficiency of grade level standards.)		Common Assessment Data in Performance Matters to analyze data in context.	
	KCWP 5: Design, Align and Deliver Support	• Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. • Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. **-Refine MTSS system to provide regular 6-8 week progress checks for students in Tier III**	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	MTSS Team- 6 Week Data reviews by teachers, interventionists, Admin Team, Counselor, Social Worker. Student Support Requests monitored weekly and communication letters sent to parents for entering and exiting Tier II and Tier III interventions.	$0

Goal 1:
Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card.
We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and 8-10 week progress checks for students participating in Tier II for Reading and Math. When students are making insufficient or questionable progress, action steps will be taken to adjust instruction, and implement interventions for each skill deficit			
Objective 2: Increase the number of proficient and distinguished students in the area of math from 61% in 2019 to 64.9% in 2022.	KCWP 6: Establishing Learning Culture and Environment	• Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful. **-Implement Proficiency Celebration Badges weekly to recognize grade levels who have 80% of students at Proficiency (70% or above) in Reading and Math and show growth from the previous measure. Red Caywood Comet Badges will put on classroom doors to for showing growth, and Blue Comet Badges for hitting the 80% mark or above.**	Weekly and Common Assessment Scores %P/D as monitored with Performance Matters and Caywood Overall Results Tool.	Weekly data checks of student performance on Weekly and Common Assessment Data by Grade Level using Performance Matters and Caywood Overall Results Tool.	$0
	KCWP 6: Establishing Learning Culture and Environment	• Adopt a district/school-wide system or initiative to build character development	Discipline Referrals; Tier II and Tier III Behavior MTSS data	Weekly monitoring of discipline referrals and Tier II, Tier III Behavior data for students in Tiered	Grant Funding from District paid for 2nd

Goal 1:
Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card.
We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Ensure the effective implementation and monitoring of character education practices **-Implementation of Second Steps Curriculum for school wide Behavior and Social Emotional Learning-Tier I**		intervention at Monday Admin Team meeting including Principal, Assistant Principal, Counselor, FRC, School Psychologist and social worker. .	Steps Curriculum Materials

Goal 1:
Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 58.56% in 2019 to 79% in 2025 as measured by the school report card.
We will increase the number of proficient and distinguished students in the area of **Math** from 61% in 2019 to 80.5% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Ensure the effective implementation and monitoring of character education practices **-Implementation of Second Steps Curriculum for school wide Behavior and Social Emotional Learning-Tier I**		intervention at Monday Admin Team meeting including Principal, Assistant Principal, Counselor, FRC, School Psychologist and social worker. .	Steps Curriculum Materials

2: Separate Academic Indicator

Goal 2:
Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 37.8% in 2019 to 68.8% in 2025. We will increase the percentage of students scoring proficient/distinguished in Writing from 52.1% in 2019 to 76.05% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the % of proficient and distinguished students in Science from 37.8% in 2019 to 44% in 2022.	KCWP: 1 Design and Deploy Standards: Classroom Activities KCWP: 3 Design and Deliver Assessment Literacy	• Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery **-Implementation of STEAM (project Lead the WAY curriculum) as a special class-collaborative planning with grade level teachers to align curriculum at each grade level**	Formative Assessment, Science Common assessments	Learning Walks- Feedback from Admin Team and Consultants in STEAM Classroom and regular classroom teachers during Science Instruction	$1500 –most funding coming from Project Lead the Way Grant
	KCWP: 2 Design and Deliver Instruction	• Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. **-Teachers from each grade level will participate in District Curriculum Alignment for Science in order to vertically plan and map the science curriculum, as well as write**	Science Common Assessments	Learning Walks-Feedback from Admin Team and District Consultants in regular classroom teacher's classrooms during science instruction	$0

Goal 2:
Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 37.8% in 2019 to 68.8% in 2025. We will increase the percentage of students scoring proficient/distinguished in Writing from 52.1% in 2019 to 76.05% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		common assessments aligned to standards.			
Objective 2 Increase the % of proficient and distinguished students in On-Demand Writing from 52.1% in 2019 to 56.9% in 2022.	KCWP: 1 Design and Deploy Standards KCWP: 2 Design and Deliver Instruction	**-Monthly On-Demand Writing Scrimmages-Recognize and reward students for Proficient Writing and provide feedback to students to move towards proficiency.**	On-Demand Writing Scrimmage Student Work Samples KSA- On Demand Writing Scores	Monthly- Teachers and Admin analyze student on-demand pieces given during school wide scrimmage and determine overall areas of strength and growth for each grade level and identify students that need further instruction.	$0
		• Ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target **-Collaborate with teachers during PLC's to analyze student writing samples, revise writing scope and sequence as needed, and share feedback and strategies to move student writing forward**	Formative Assessment in writing; on-demand scrimmage student work samples KSA- On Demand Writing Scores	Monthly PLC Data Analysis and calibration	$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of **Reading** from 28% in 2019 to 35.2% in 2022.	KCWP-4 Review, Analyze and apply data KCWP-2 Design and Deliver Instruction	• Implementation data teaming methodologies, including collection and charting of data, strengths and obstacles to student learning(using SWOT analysis), creating of SMART goals for improvement, and development of a method of quality assurance monitoring **-Monthly Special Ed Data Digs to analyze data on students with disabilities towards proficiency in Reading and Math as well as progress on IEP goals.** **-Weekly meeting with regular education teachers to analyze weekly and common assessment data with intentional focus on students with disabilities and their progress towards proficiency.**	Common and Weekly Assessment Data Growth and IEP Goal progress towards goals	Monthly review of Common and Weekly Assessment scores of individual students with disabilities in t in Reading and Math. Monthly monitoring of individual students progress towards IEP goals.	$0
Objective 2:		• Ensure Ongoing professional development in the area of best practice/high yield instructional strategies to aid in	Weekly and Common Assessment Data/IEP Goal Data	Learning Walk Feedback Trend Data in Collaborative and Resource Settings; Lesson Plan Review	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students with disabilities scoring proficient or distinguished in the area of **Math** from 18.18% in 2019 to 26.36% in 2022.		curricular adjustments when students fail to meet mastery. **-Targeted Professional Learning with Special Ed Consultants as needed for best practices in reading & math instruction- conduct learning walks in both resource and collaborative settings to provide specific feedback to teachers and provide modeling and support for co-teaching.**			

4: Growth

Goal 4:
Caywood Elementary will increase the percentage of students showing growth in **Reading** on MAP from 72% in the Spring of 2019 to 86% in Spring of 2025. We will increase the percentage of students showing growth in Math on MAP from 69.62% in the Spring of 2019 to 84.81% in Spring of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase percentage of students showing growth in Reading on MAP from 72% in Spring of 2019 to 74.8% in Spring of 2021. Objective 2: Increase percentage of students showing growth in Math on MAP from 69.62% in the Spring of 2019 to 72.65% in Spring of 2022.	KCWP 4: Review, Analyze and Apply Data	• Develop a progress monitoring system to monitor standards mastery for each student. **-Implement and Refine Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly and Common Assessments to measure proficiency of grade level standards and determine remediation and next steps for instruction.** **-Ensure that formative and summative assessment results as well as universal screener data are used appropriately to determine student progress as well as needs based instruction and to determine Tiered intervention needs.**	MAP data to be reviewed 2 times per year; weekly and common assessment data	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in Performance Matters to analyze and compare data in context. Triangulate assessment data with MAP. Make adjustments in instruction based on weekly data and provide appropriate needs based learning.	$0
	KCWP 5: Design, Align and Deliver Support	• Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART	District Data Dashboard (MTSS)-progress monitoring tool to monitor individual student progress and instructional decisions	8-10 Week Data Progress Checks for students in Tier II Reading/Math and 6-8 week progress checks for students in Tier III Reading/Math. MTSS team reviews data and makes adjustments in instruction for Tier II and Tier III reading and math intervention groups.	$0

		goal measurement, and progress monitoring checks. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. • Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. **-Refine MTSS/RTI system to provide regular progress checks of ALL students participating in a Tier II or Tier III reading and Math intervention and then adjusting instruction based on intervention data.**	based on the triangulation of intervention data.		

5: Other (Optional)

Goal 5:
Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 34% in 2020 to 66% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the % of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data results from 34% in 2020 to 50% in 2022.	KCWP-6-Estbablish Learning Culture and Environment	• Collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students. • Ensure culturally responsive behaviors are modeled among faculty, staff, and students. **-Implement Proficiency Celebration Badges weekly to recognize grade levels who have 80% of students at Proficiency (70% or above) in Reading and Math and show growth from the previous measure. Red Caywood Comet Badges will put on classroom doors for showing growth, and Blue Comet Badges for hitting the 80% mark or above.** -Staff book study of *What Great Teachers Do Differently* by Todd Whitaker as well as *One Word* by Jon Gordon for both Students and Staff in order to support academic achievement for students as well as professional growth for staff.	Kentucky Impact Survey Results -2022	Anecdotal feedback from staff from PLC meetings, faculty meetings and teacher leadership team.	

Updated May 2021

Goal 5:
Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 34% in 2020 to 66% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Create and communicate new mission statement developed collaboratively by teacher leader team and SBDM Council -Implement school-wide "Transition Ready" rubric for all grade levels that identifies beginning, middle and end of the year benchmarks for literacy as well as 90% attendance goal to align with third grade transition ready goal.			

2021-22 Phase Three: Executive Summary for Schools_11192021_12:30

2021-22 Phase Three: Executive Summary for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

Caywoood Elementary is located in Edgewood, Kentucky in the northern part of the state. We are a part of the Kenton County School District and located on the same campus as Turkeyfoot Middle School. Our school currently has about 579 students in grades preschool through 5th grade. As of this school year, we now offer a full day preschool program that serves approximately 60 students. There are approximately 70 employees including certified and classified staff. Caywood continues to have a growing EL poplulation with approximately 16% of our students, most being of Hispanic origin. The free and reduced population is 61% which makes us schoolwide Title eligible. We continue to be very transient with many students coming and going throughout each school year. All Caywood students now receive free breakfast and lunch due to our percentage of low-income families. Caywood's facility is relatively new and opened its doors to students in 2005. The building is well known throughout the state for being energy efficient and has earned several energy star awards for energy savings. We have worked hard to provide 1:1 technology for all of our students. We have now fully implemented 1:1 technology at all grade levels due to the collaboration with our district to provide funding for chromebooks for each student. The district has also provided a supplemental position for an Instructional Technology Coach this year to provide on-going professional learning for our teachers due to the vastly increased need for virtual learning during the pandemic. Our PTA is been very active over the past two years and has strived to raise money for the school to purchase technology and other curriculum resources as well as to provide support and assistance to students and teachers. Our students are encouraged to be involved in extra-curricular activities including Academic Team, STLP, Imaginarium Club (STEAM and 3D Printing), basketball, Strings and Chorus.

School's Purpose

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.

Caywood' Elementary's mission statement is as follows: At Caywood Elementary everyone creates a positive culture where we communicate, connect, encourage and thrive. This mission statement was recently revised by our Teacher Leadership

Team and adopted by our SBDM Council. We embody this mission and beliefs in numerous ways. First, we value shared decision-making, which is achieved through our SBDM Council and our "Mott Squad" teacher leadership team comprised of representatives from each grade level that meet at least twice monthly to discuss assessment data and instruction. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement. We name and claim every individual student through our comprehensive MTSS process in which we review intervention data to determine student needs and next steps for instruction. Each student is provided CORE instruction in Reading and Math and also receives intervention or enrichment in those areas depending on student needs and data. We utilize Title I teachers and assistants to provide the instruction for Tier II and Tier III interventions in addition to EL staff including one certified teacher who is bilingual and one assistant. Caywood offers numerous programs that bring our families and communities to our school. This is not imited to but includes the following: Annual Math University Night and Literacy Nights. We have school-wide Ready Fest at the beginning of each school year where families can meet their teachers and receive necessary resources for the start of school! We host a family engagement night in November for parent conferences at the end of the first grading period. Our FRC coordinator also offers the following programs to encourage family engagement: All Pro Dads and IMOM Breakfasts bi-monthly, Relatives Raising Relatives Program; Food for Thought Bags sent home with low-income students each Friday, monthly attendance incentives for grade levels; Veteran's Day Program and Red Ribbon Week. This past summer, we hosted a 6 week summer school program serving the academic needs of one hundred K-5 students. Caywood is also home to UpSpring in the summer, which is a non-profit organization providing an 8 week camp to students who are homeless. Enrollment in this camp continues to increase each summer. Finally, Caywood's current school wide them is focused on "Squad Goals" which represents G-Grit O-Own your Actions A-Always Persevere L-Learn from mistakes and S- Show Kindness. We recognize and reward kids weekly who demonstrate these characteristics. This is also connects well to our school wide Social Emotional Learning programs where we utilize the "Choose Love" curriculum, a newly adopted Second Steps Curriculum for students in grades K-5 and Conscious Displine for our preschool students to support a school-wide culture of GRIT, empathy and kindness for others.

Notable Achievements and Areas of Improvement

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.

Quality school Climate and Safety Survey Data results indicate that 99.2% of Caywood students feel that the adults work hard to keep them safe and 98.7% of students feel their school is a caring place to learn. In addition, 97% of students feel that school helped them learning new things during the pandemic. Ninety- two (92%) of Caywood students took the KSA in the Spring and the overall rate of students scoring proficienct or distingusihed was above the state average in all content areas including Math, Reading, On-Demand Writing and Science. Other notable achievements include that we continue to be an Energy Star Schoool and are well known across the state for our efficient buildings and programs. We now have 1:1 technology for every student in grades K-5 and we now have an instructional technology coach that provides professional learning for teachers. We restuctured our special area programming over the last two years so that we have a STEAM teacher who is utilziing the Project Lead the Way curriculum to provide high quality education in Science, Technology, Engineering, Art and Math. She was provided extensive professional development and is a district leader in this area. Our Media Specialist is now google certified and provides instruction to students in google, maker space, as well as on-line digital safety. Our focus areas for improvement over the next three years are to increase proficiency in Reading and Math for all students. According to state assessment data in the Spring of 2021, 52% of all students scored proficient/distinguished in reading as compared to 58.6% in 2018-19, a decline of 6.5%. In the area of Math, 42% of all students scored proficient/distingished as compared to 61% in 2018-19, a decline of 18.9%. In addition, the same assessment data indicates that only 10% of students with disablities scored proficient/distinguished in Reading and only 7% of students with disabilities scored proficient/distinguished in Math. Additional areas for improvement are in the Seperate Academic Indicators of On-Demand Writing and Science. On the Spring 2021 KSA assessment, in the area of Science, 34.1% of all students scored proficient/distinguished, a decline of 3.7% from 2018-19. In the area of On-demand Writing, 48.8% of all students scored proficient/distinguished, a decline of 3.3% from 2018-19. We are also striving to improve our school's overall social and learning climate of the school, as our 2019-20 Impact Survey results indicated that only 34% of teachers perceive the culture as favorable. We will focus on celebrating student acheivement and growth weekly. We will commit to having a growth mindset, value and prioritize teacher time, and provide differentiated learning opportunities to support individual and collective growth of teachers.

Additional Information

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

Additional Information

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

Caywood is committeed to reducing barriers to learning for all students. Each week, our Administrative team including, principal, assistant principal, FRC Coordinator, guidance counselor, KTP Social Worker and District RBTL coordinator meet to review attendance data and provide resources to families, as well as to conduct home visits in order to get to the root of the problem. Our Counselor and KTP social worker lead Tier II and Tier III intervention groups for students that focus on behavior and mental health utilizing research-based programs that target specific skill deficits. We also work with agencies outside of the school to provide school-based therapy for students who demonstrate need beyond what the school is able to provide in terms of mental health and supporting families outside of the school setting. In addition, this year, we are partnering with the Ignite Institute to provide additional support for teachers in our K-2 classrooms by pairing an Ignite students whose pathway is Education with a classroom teacher. The Ignite students work twice weekly with Caywood teachers and students to help provide small group and individual instruction for students and are gaining experience in their field of study. Our mission each day is to provide a world class education for ALL students and to ensure that all families and stakeholders are engaged and actively participating in the education of each child who attends Caywood.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11242021_11:19

2021-22 Phase Three: Professional Development Plan for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Our Teacher Leadership team and SBDM council created a new Mission Statement this year: "At Caywood Elementary, everyone creates a positive culture where we Communicate, Connect, Enourage and Thrive." Our core values and beliefs have been created through the first letter of our school name which is COMETS. We beilieve in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful life-long learner. We

believe in: Teaching to achieve excellence. We believe in: Students, staff, families and communities working together.

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?

Our top two priorities for professional development that support continuous improvement per the needs assessment are Tier I instruction in Reading and Math.

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

Our school goals as follows: Caywood Elementary will increase the percentage of students scoring proficient/distinguished in reading from 58.56% in 2019 to 79% in 2025. We will increase the percentage of students scoring proficient/distinguished in math from 61% in 2019 to 80.5% in 2025 as measured by the school report card. By 2025, Caywood Elementary will increase the percentage of students showing growth on the Spring MAP assessment for reading from 72% in the spring of 2019 to 86% in the Spring of 2025, and for math from 69.62% in 2019 to 84.81% in 2025 acccording to Measures of Academic Progress (MAP). Ongoing, continuous analysis of formative assessment, common assessment and state data supports the need to focus our improvement efforts on increasing mastery of ELA and Math KCAS standards in order to achieve our school's 2021-22 trajectory goals.

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.

For Reading, we will increase our percentage of students scoring proficient/ distinguished from 58.56% in 2019 to 62.6% in 2022. Through our summer professional learning, teachers met to develop literacy plans that outlined the use of newly purchased high quality instructional resources for foundation skills in primary and best intructional practices for literacy instruction for all grade levels and participated in deconstructing standards and vertical alignment. On-going, job embedded professional learning occurs weekly at PLC's to review weekly and common assessment data to determine adjustments to instruction and

remediation for students not meeting standards. The adminsitrative team and district consultants conduct learning walks monthly on 100% of teachers to provide specific feedback on the quality cycle of instruction for reinforcement and recommendations. This learning walk trend data is shared at monthly faculty meetings where teachers receive differentiated professional learning based on identified needs.

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

The intended results will be increased proficiency levels in the area of reading for ALL students as well as increased teacher efficacy with reading instruction.

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.

The indicators of success will include growth and increased proficiency levels on MAP assessment data (2 times per year), common assessment data , and weekly formative assessment data taken on mastery of grade level standards. Performance Matters, a district wide tool, is available for teachers to view common assessment data in context. Teachers enter formative data into a school wide data analysis tool prior to PLC meetings so that data can be efficiently discussed and next steps for instruction are determined for students. Celebrations occur weekly for grade levels who meet the mark of 80% proficient and distinguished students on weekly/ common assessments.

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

Teachers and students

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

Students, teachers, principals

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

Funding for vertical collaboration, time to analyze data and make instructional adjustments, resources to assist in creating rigorous formative assessments, funding for rewarding students in meeting proficiency and growth goals

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

PLC's will occur weekly to anayze formative assessment data and discuss student progress and mastery towards standards. Additional coaching and support from Admin team and district consultants will occur based on data to provide teachers with feedback on reading instruction in Tier I, Tier II and Tier III instructional groupings.

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.

Progress towards goal will be monitored using ongoing (weekly) formative assessment data, common assessment data taken each trimester, MAP data taken two times per year and state assesment data taken annually.

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.

Our second priority need is in the area of math. Our goal is to increase the percentage of students scoring proficient/distinguished from 61% in 2019 to 64.9% in 2022. Through our summer professional learning, teachers particpated in math deconstruction of standards and vertical alignment. On-going, job embedded professional learning occurs weekly at PLC's to review weekly and common assessment data to determine adjustments to instruction and remediation for students not meeting standards. The adminsitrative team and district consultants conduct learning walks monthly on 100% of teachers to provide specific feedback on the quality cycle of instruction for reinforcement and recommendations. This learning walk trend data is shared at monthly faculty meetings where teachers receive differentiated professional learning based on identified needs.

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

The intended results of these specific objectives include increased student achievement in math and increased teacher efficacy with math instruction.

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.

The indicators of success will include growth and increased proficiency levels in math on the MAP assessment data (2 times per year), common assessment data , and weekly formative assessment data taken on mastery of grade level standards. Performance Matters, a district wide tool, is available for teachers to view common assessment data in context. Teachers enter formative data into a school wide data analysis tool prior to PLC meetings so that data can be efficiently discussed and next steps for instruction are determined for students. Celebrations occur weekly for grade levels who meet the mark of 80% proficient and distinguished students on weekly/common assessments.

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

Teachers and students

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

Teachers, students and principals

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

Time to analyze data and make adjustments to instruction; funds for teacher collaboration

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

PLC's will occur weekly to anayze formative assessment data and discuss student progress and mastery towards standards. Additional coaching and support from Admin team and district consultants will occur based on data to provide teachers with feedback on math instruction in Tier I, Tier II and Tier III instructional groupings.

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.

Progress towards goal will be monitored using ongoing (weekly) formative assessment data, common assessment data taken each trimester, MAP data taken two times per year and state assesment data taken annually.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_08232021_11:12

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Tina Wartman 8/23/2021

2021-22 Phase Two: The Needs Assessment for Schools_08232021_11:23

2021-22 Phase Two: The Needs Assessment for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data is consistently reviewed and analyzed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KAS, MAP, weekly formative assessments, summative assessments, software data, and district common assessments. Lead teachers for each grade level create the agenda and minutes to document data that is discussed, instructional strategies, along with a weekly plan of action for students that exceed mastery and need additional support to master the covered standards. The MTSS Team consists of teachers (general educator and special educator), school

psychologist, school counselor, district reducing barriers to learning (RBTL) interventionist, attendance secretary, family resource coordinator, assistant principal and principal. This team meets weekly to discuss any student that is referred during the week for an academic, behavior, attendance or social emotional learning concern and determines if the student needs to receive an intervention (Tier 2 instruction). The MTSS team reviews intervention data every eight to ten weeks to determine if students make adequate progress, need additional interventions, or exit interventions. Meetings are documented with minutes each week and the MTSS dashboard is updated during data checks. SBDM Council (two parents, three teachers, and principal) look at data every month. Council reviews attendance data and behavior data every month. Council reviews MAP data and KAS data at various meetings throughout the year as the data is released. Meetings are documented with minutes each week and posted on the school website.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2018 to 2021, the school saw a 5% increase in proficient scores on MAP Reading and an 8% increase in proficient scores on MAP Math. From 2018 to 2021, the school saw a 2% increase in proficient scores on MAP Reading and an 8% increase in proficient scores on MAP Reading with students with disabilities. From 2018 to 2021, the school saw an increase in 40 behavior referrals.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Fifty-four percent (54%) of students scored proficient on KAS Reading. Fifty-one percent (51%) of students scored proficient on KAS Math. Fourteen percent (14%) of students with disabilities scored proficient on KAS Math. Thirty-eight percent (38%) of students with disabilities scored proficient on KAS Reading. Thirty-six percent (36%) of free/reduced students scored proficient on KAS Math. Forty-two percent (42%) of free/reduced students scored proficient on KAS Reading. Sixty-nine percent (69%) of students are kindergarten ready on Brigance. Sixty-nine percent (69%) of all students scored proficient on MAP Reading in fall of 2021. Sixty-seven percent (67%) of all students scored proficient on MAP Math in fall of 2021. Non-Academic Current State: Survey results indicate that ninety-eight percent (98%) of students believe Fort Wright Elementary is a caring place. Survey results indicate that ninety-eight (98%) of students believe the adults from Fort Wright Elementary work hard to make sure students are safe. Impact Survey (2020) results indicate that 94% of teachers perceive the overall social and learning climate of the school to be positive. Impact Survey (2020) results indicate that 96% of teachers perceive a positive relationship is evident of faculty and staff relationships with school leaders. Attendance rate for the 2020-21 school year was 97.70% with a goal of 96.25%.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

Sixty-three percent (63%) of students with a disability scored below proficiency on KAS Math. Fifty-seven percent (57%) of fourth grade students scored below proficiency on KAS Science. Forty-four percent (44%) of fifth grade students scored below proficiency on KAS On-Demand. Thirty percent (30%) of all students scored below proficiency on MAP Reading in fall of 2021. Thirty two percent (32%) of all students scored below proficiency on MAP Math in fall of 2021.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Math proficiency achievement increased from 47.1% in 2019 state test to 51.9% in 2021 state test. The intentional deconstructing of standards and calibration of scoring as well as high quality classroom walk feedback assisted with achievement growth during the pandemic. 43% of fourth grade students scored proficient and distinguished on KAS Science. The intentional deconstructing of standards and engaging lessons as well as high quality classroom walk feedback contribute to science scores. 38.2% of students with reading disabilities scored proficient on KAS Reading. The departmentalization within the special education team allowed the special educators to become experts in a content area which contributes to the increased scores. On-Demand proficiency for all students increased by 3.97% on KAS On-Demand. The intentional professional development for the writing teachers and schoolwide writing plan contributed to the increase in the proficiency scores. Survey data indicates that 98.5% of adults work hard to make sure students are safe at school and 98% of students feel that Fort Wright Elementary is a caring place. All staff build and develop relationships with all students and advocate for them every day. Survey data indicates that 96.6% of students feel schoolwork helped them learn new things during the pandemic. The students participated in Google Meets every day with the classroom teacher.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

> After analyzing the Key Elements of teaching and learning at Fort Wright Elementary the school will focus its resources and efforts to improve student achievement in the areas of Design and Deploy Standards and Design and Deliver Instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
School Key Elements-FW		•

Key Elements of the Teaching and Learning Environment – Ft. Wright Elementary School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	1. Weekly PLC's- PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. 2. Breakdown of formative and summative assessment scores by grade level standards through the learning management system, Performance Matters. 3. Stakeholders participate in district professional development opportunities with a focus on deepening standard knowledge and building assessments that assess students understanding to the intended depth of the standard.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	1. Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle that with feedback centered on the Kenton County Quality Instruction Rubric for best instructional practices. 2. Multi-Tiered Support System (MTSS) is in place. Weekly meetings to ensure all intervention goals are targeted at each students identified deficits and instructional practices will decrease learning gaps and increase student achievement. 3. Teacher accountability to lesson plans that demonstrate best practices for all students. 4. All teachers will participate in Student Centered Learning Labs. This in-house professional

	development opportunity will allow stakeholders to engage in collaborative discussions with peers during pre-briefing session and post-observations.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	1. Administration and staff follow the KCSD Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment FOR Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2. Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters data dashboard. 3. Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs, MTSS meetings to analyze data and make informed instructional decisions.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	1. Weekly grade level PLCs use assessment data to identify standard mastery and skill deficits for remediation, discuss progress of standards. In addition, teachers identify next steps which include the standard or students for remediation, share best instructional practices, and make adjustments in timelines and schedules to reteach.

	2. Additional PLCs for job embedded professional development differentiated for grade level teachers or school wide depending on classroom walk feedback, assessment data, and observations.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	1. Performance Matters is the Learning Management System that tracks standard based mastery for all students across all contents as well as MAP data. 2. School Special Education Dashboard to track students making progress on IEP goals. 3. PLC Agendas and Minutes track evidence of data discussed as well as next steps. 4. District Data Dashboard to track Common Assessment Data, MAP Data, MTSS data, Compliance Data across the district. This data is used to compare the progress of the students at Fort Wright and network with other schools showing successes.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	1. Attendance and academic achievement recognition throughout the year to track and improve Transition Readiness. 2. PBIS focused school. 3. All students have an adult advocate. 4. Community Engagement and Partnerships with families and organizations. 5. Various extra-curricular activities to assist with all students being engaged, well-rounded students. 6. Student Climate Survey and Impact Survey are both evidence of the positive school culture.

2021-22 Phase Two: School Assurances_08232021_11:20

2021-22 Phase Two: School Assurances

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2. 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

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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

33. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_08232021_11:19

2021-22 Phase Two: School Safety Report

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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, Fort Wright Elementary SBDM Council adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3).

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, Fort Wright Elementary administration 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).

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, Fort Wright Elementary posted primary and secondary evacuation routes in each room by the doorway to be used for evacuation as required by KRS 158.162(3)(a).

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, each classroom at Fort Wright Elementary has posted the location of severe weather safe zones as required by KRS 158.162(3)(b).

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes, clear practices are in place for students to follow during an earthquake.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a

visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes, Fort Wright Elementary has practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time; requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d).

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

Yes, Fort Wright Elementary staff reviewed and updated the school's emergency plan on August 26, 2021.

8. 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, the principal shared 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 on August 12, 2021, as required by KRS 158.162(2)(d).

9. 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, during the first 30 instructional days of the current school year, the principal conducted at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5).

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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes, over the immediately preceding twelve months, the principal conducted fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5).

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_08232021_11:21

2021-2022 Phase Three: Comprehensive School Improvement Plan

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

FWE continues to implement the following five BIG strategies to ensure Transition Ready and a World Class education for ALL Students: 1 Monthly, biweekly, or weekly2021-22 Ft. Wright Classroom Walks The walk data is used to empower T leaders, differentiate professional learning, and give high quality feedback to improve and strengthen Tier I instruction. 2 Restructured PLCs to create more effective Professional Learning Communities. PLCs are data focused and the grade level is responsible to answer the following questions each week on the data being reviewed: What do we want students to learn (1-2 essential skills/standards per meeting)? By when? (Check timeline.) How will we know when they've learned it?

What will we do for the students who didn't master the content? How will we celebrate those students who have mastered the content? What do we need from our administrators to make our next steps a reality? In addition, PLC discussions include tracking, monitoring, and celebration of Transition Ready students at the third grade level as well as the team working schoolwide to develop a systemic measure for each grade level. 3. Student-Centered Classroom Observations - the first completed in November and next in January. This in-house professional development opportunity allows stakeholders to engage in collaborative discussions with peers during a pre-briefing session and post-observation to develop shared, collaborative practices. 4. Intentional training on2022 FWE MTSS Procedures with a focus on implementing interventions with fidelity and following progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings. 5. Intentional CSIP and job embedded professional learning from the KCSD Professional Learning Landing Page FW has completed professional learning on deconstructing standards, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity and training on the new LMS to successfully use both Schoology and Performance Matters. Teachers in grades 2-5 administer all weekly assessments in Performance Matters so that the TEAM has quick access to the data and can adjust instruction quickly to reteach any standards. In addition, teachers analyze data and share best instructional practices.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
FWE Goals and Objectives		•

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

1: Proficiency

Goal 1: *By 2026, Fort Wright Elementary School will increase the reading proficiency for all students from 48% in 2021 to 89.6% in 2026 as measured by the School Report Card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2022, Fort Wright Elementary School will increase reading proficiency for all students from 48% in 2021 to 58.4% in 2022 as measured by the school report card proficiency data.*	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0
		Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	MTSS Meetings	MTSS Dashboard; Intervention Data	$0
	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Transition Ready List" to monitor students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	$0
		Use weekly classroom assessment data to inform teacher's instructional decisions.	Daily through Weekly Lesson Plans/ PLC Data	LMS-Performance Matters to review weekly formative assessments and district common assessment data; Lesson plans are submitted to administrators on Google Drive	$0
	KCWP 5: Design, Align and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings/ Student Centered Observations/ Shadowing/ Teacher Observations/ Job Embedded PD	Administrator Walks and Observations; Weekly walk data reported to staff	$0
		Assure consideration and addressment of non-academic barriers to learning-reduction of physical and mental health barriers to learning.	Weekly MTSS Meetings/ School Based Therapy/ FRYSC/ Counselor/ RBTL Interventionist/ Extra-Curricular Opportunities/ Tower Time Days	Weekly MTSS Agenda and Minutes; Small groups with Counselor, RBTL Interventionist, FRYSC; School Based Therapy; Student Extra-Curricular Survey	$0

2: Separate Academic Indicator

Goal 2: *By 2026, Fort Wright Elementary School will increase the science proficiency from 43% in 2021 to 88.6% in 2026 as measured by the School Report Card separate academic indicator data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2022, Fort Wright Elementary School will increase science proficiency for all students from 43% in 2021 to 54.4% in 2022 as measured by the school report card proficiency data.*	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on Google Drive	$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments	LMS- Performance Matters	$0
Objective 2: *By 2022, Fort Wright Elementary School will decrease science novice for all students from 12.7% in 2021 to 10.2% in 2022 as measured by the school report card proficiency data.*	KCWP 4: Review, Analyze and Apply Data	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans (Adjusted as needed); Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings; PDs; Student Observations	Administrator Walks and Observations	$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the schools yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2022, Fort Wright Elementary School will increase math proficiency for students with disabilities from 14.7% in 2021 to 31.7% in 2022 as measured by the school report card proficiency data.*	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrator Walks and Observations	Lesson Plans; LMS-Performance Matters; Sped Dashboard	$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments; IEP Goal Monitoring	Weekly Lesson Plans are submitted to administrators on Google Drive; LMS-Performance Matters; Sped Dashboard	$0
	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly MTSS Meetings; Weekly PLCs	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0
Objective 2: *By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 38.2% in 2021 to 50.5% in 2022 as measured by the school report card proficiency data.*	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrator Walks and Observations	Lesson Plans; LMS-Performance Matters; Sped Dashboard	$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments; IEP Goal Monitoring	Weekly Lesson Plans are submitted to administrators on Google Drive; LMS-Performance Matters; Sped Dashboard	$0
	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly MTSS Meetings; Weekly PLCs	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0

4: Growth

Goal 4: *By 2026, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 51.58% in 2021 (Spring) to 90.3% in 2026 (Spring) measured by MAP data.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: *By 2022,* Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 51.58% in 2021 (Spring) to 61.26% in 2022 (Spring) measured by MAP data.	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Weekly MTSS Meetings; School Based Therapy; Small Groups with FRYSC Counselor, RBTL Interventionist; Extra-Curricular Opportunities; Adult Advocates	Weekly MTSS Agenda and Minutes; PBIS Data; Discipline Data; Attendance Data, Terrace Metrics	$0
	KCWP 4: Review, Analyze and Apply Data	Use weekly classroom assessment data to inform teacher's instructional decisions.	Weekly Professional Learning Communities (PLC) (every Wednesday); Lesson Plans, Classroom Walks	LMS-Performance Matters	$0
		Use classroom assessment data to inform teacher's instructional decisions.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly Professional Learning Communities (PLC) (every Wednesday); LMS-Performance Matters	$0

5: Other (Optional)

Goal 5: *By 2026, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration if quality from 90% in 2020 to 99% in 2026 as measured by Impact Survey Data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration from 90% in 2020 to 92.5% in 2022 as measured the Impact Survey Data.	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Monthly Classroom Walks	Classroom Walk Spreadsheet; Walk Feedback Forms; Weekly Walk Data in Newsletter; Lesson Plans	$0
		Plan for and implement active student engagement strategies.	Formal Observations; Monthly Classroom Walks	Classroom Walk Spreadsheet; Classroom Walk Feedback Forms; Performance Matters- Weekly Assessment Data; MAP; KSA Data	$0

2021-22 Phase Three: Executive Summary for Schools_08232021_11:19

2021-22 Phase Three: Executive Summary for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

Fort Wright Elementary (FWE) is located at 501 Farrell Drive in Covington, KY. FWE is part of Kenton County School District and serves approximately 500 students in a suburban community. 75% of the student population is Caucasian, with 25% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past five years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education, trauma, and increased mental health concerns. FWE is Schoolwide Title I with approximately 53% of the population being free and reduced lunch status and an attendance rate of 98.8%. FWE is fortunate to have an extremely active and supportive Parent Teacher Association.

School's Purpose

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.

Fort Wright staff, parents and other stakeholders collaborated to develop a mission and philosophy for Fort Wright Elementary. Fort Wrights Mission Statement: We believe: Each student is important. Every student can be a successful learner. Fort Wright implements an adult advocacy program for every student in our building. Stakeholders engage in meaningful collaborative discussions to analyze student data, share best practices and make necessary adjustments to instruction to improve student achievement. Schoolwide MTSS structures are implemented with fidelity to meet all students needs at all Tiers of instruction.

Notable Achievements and Areas of Improvement

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.

Fort Wright Elementary has celebrated many achievements. Recently, proficiency scores in Math and On-Demand Writing increased on KSA during the pandemic. School Climate Survey state data proves that students belong, their schoolwork

helped them learn new things, and students love being part of Fort Wright Elementary. Ft. Wright Elementary also celebrated 67.31% of third grade students scored proficient on 2020 Spring MAP Reading and 64.71% of third grade students scored proficient in MAP Math with both scores being above the district average. Additionally, 100% of our English Learners showed growth on the 2020-2021 ACCESS assessment. This can be attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple strategies and personalizing instruction to meet the needs of every student. FWE will focus to improve reading and math proficiency for every student.

Additional Information

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

Additional Information

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

Fort Wright Elementary teachers and staff take great pride in building relationships and getting to know each and every student and family. These positive relationships allow teachers and staff members to really know students and how they learn best. At Fort Wright Elementary, we believe if you can dream it, you can achieve it.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_08232021_11:20

2021-22 Phase Three: Professional Development Plan for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Each student is important | Every student can be a successful learner | Effort creates ability | Self-esteem and personal dignity come from within an individual | Each student has a right to a quality education with rigorous learning opportunities| Each student has a responsibility to respect others' rights to a quality education |Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which students can learn and succeed | Recognition and acceptance of cultural, social,

physical, and economic differences creates a healthy learning community | Learning is a life-long process | Students, educators, staff, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed at high levels | Proficiency for all students is within our reach. We believe in excellence for all students.

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?

The school's top two priorities are to improve the percentage of students scoring proficient in reading and math.

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

School improvement goals focus on increasing proficiency in reading. In addition, the gap objectives are to increase reading and math proficiency for students with disabilities.

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.

By 2022, Fort Wright Elementary School will increase reading proficiency for all students from 48% in 2021 to 58.4% in 2022 as measured by the school report card proficiency data.

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

The intended results of these focus areas for professional development are to increase student engagement, best practices and instructional strategies to increase student achievement.

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.

The indicators of success will be Spring MAP data, KSA data, Weekly Assessment Data and Common Assessment Data that is tracked in the LMS- Performance Matters.

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

The targeted audience for the professional development is building administration, teachers and paraprofessionals.

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

All district leaders, district consultants, building administration, teachers, instructional assistants and students are impacted as the expectation is for all stakeholders to work collectively to improve student achievement.

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

Technology and time

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

Job embedded professional development from the KCSD PD Landing Page will be an ongoing support throughout the school year.

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.

PLC discussions include weekly analysis of student data recorded in the district LMS- Performance Matters. Monthly Learning Walks - administration conductions monthly learning walks and provide immediate feedback to teachers based on our district quality instruction indicators.

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.

By 2022, Fort Wright Elementary School will increase math proficiency for students with disabilities from 14.7% in 2021 to 31.7% in 2022 as measured by the school report card proficiency data. By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 38.2% in 2021 to 50.5% in 2022 as measured by the school report card proficiency data.

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

Teachers will create learning experiences that are engaging and rigorous for all students. Teachers will collectively understand how to decompose and understand the standards of each grade level standard. Student achievement will increase in all content areas especially the number of students at proficiency in reading and math. The percentage of students scoring novice in reading and math will decrease.

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.

The indicators of success will be teacher knowledge of the standard during PLC discussions along with increased scores in the percentage of students scoring proficient in math and reading during weekly assessments, common assessments, MAP, and KSA.

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

The targeted audience for the professional development is building administration, teachers and paraprofessionals.

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

All district leaders, district consultants, building administration, teachers, instructional assistants and students are impacted as the expectation is for all stakeholders to work collectively to improve student achievement.

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

The resources needed to support the professional development is time, district consultants as well as teacher leaders, and various resource materials to review and analyze.

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

The ongoing supports will be provided for professional development during LEAD teacher meetings, weekly professional learning communities, committee meetings, and monthly CSIP meetings.

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.

The professional development will be monitored during classroom walks, formal observations, weekly assessment data, common assessment data, MAP data, and KSA data. The administrative team will be responsible for giving intentional feedback during classroom walks and formal observations. All student assessment data will be discussed during various meetings throughout the school year. Teachers will be responsible to record all student data in the school dashboard for data analysis , discussions, and action planning.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_12072021_14:03

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Joshua Feldmann October 1, 2021

2021-22 Phase Two: The Needs Assessment for Schools_10222021_10:01

2021-22 Phase Two: The Needs Assessment for Schools

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 7

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our SBDM council, Team leaders represented by each grade level, Grade level teams (PLCs), and Special Area Teams, review and analyze data results through monthly meetings. Team Leaders meet monthly, and grade level teams (PLCs) meet weekly to review, analyze, and apply data results. Meetings are documented with agendas and notes. The Administrative team comprised of the principal, assistant principal, and guidance counselor meet weekly to review, analyze and apply data results. In addition, our Special Education Team meets bi-weekly to discuss student progress towards proficiency as well as IEP goals and review best practices for IEP compliance. Following each MAP assessment (Fall and Spring) administrators meet

with teachers to discuss results and determine next steps to help students reach proficiency.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From the 2019-2020 school year there was one behavior referral. For the 2021-2022 school year from August-October we have seen an increase to 14 behavior referrals. In the 2019-2020 school year our average monthly attendance was at 97.89%. For the 2021-2022 school year from August-October our average attendance is 96.9% In the fall of 2021-2022, 75.97% of students scored at or above the 50th percentile in reading on the MAP assessment as compared to the fall of 2019-2020, 74.48%. In the fall of 2021-2022, 77.82% of students scored at or above the 50th percentile in math on the MAP assessment as compared to 77.14% in fall 2019-2020.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In the fall of 2021-2022, 75.97% of students scored at or above the 50th percentile in reading on the MAP assessment as compared to the fall of 2019-2020, 74.48%. In

the fall of 2021-2022, 77.82% of students scored at or above the 50th percentile in math on the MAP assessment as compared to 77.14% in fall 2019-2020. Between August of 2021 and October of 2021 our our average attendance was 96.9% as compared to 96.86% of 2019-2020. Impact survey results indicated 79% of certified staff rated their perceptions of readiness to address issues of diversity, which is higher than the state average of 74%. In addition, 74% of certified staff rated Managing Student Behavior as favorable in comparison to a state average of 65%.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

An area of concern moving forward is the perception of school leadership. 60% of certified staff rated school leadership as effective, in comparison to the state wide percentage of 66%. In addition feedback and coaching was an area of concern. 52% of certified staff felt that feedback and coaching was effective. This is in comparison to 60% rating across Kentucky Elementary schools. Only 33% of fourth grade students scored Proficient or Distinguished on the Science portion of the 2020-21 KPREP state assessment. Only 38% of fourth grade students score Proficient or Distinguished on the Math portion of the 2020-21 KPREP state assessment.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

From the fall of 2019-2020 to the fall of 2021-2022 we have seen a school wide increase in our MAP reading scores from 74.48% of students scoring at or above the 50th percentile to 75.97% of students achieving the same level of success. This is compared to a district average of 66% of students above the 50th percentile in

reading. From the fall of 2019-2020 to the fall of 2021-2022 we have seen a school wide increase in our MAP math scores from 77.14% of students scoring at or above the 50th percentile to 77.82% of students achieving the same level of success. This is compared to a district average of 65.73% of students above the 50th percentile in math.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

After analysis of key elements we are focusing on analyzing of data and how that will guide our future instruction within the day to day classroom work. These are conversations we are having within our PLC structure, staff meetings, and collaboration with district support staff. Our school wide focus will be on KCWP 4: Review, Analyze and Apply Data and KCWP 6: Establishing Learning Culture and Environment

Key Elements of the Teaching and Learning Environment – RC Hinsdale

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	• Develop and implement Data Dashboard for data analysis • Align current school math curriculum with the district common assessment calendar. This will work in conjunction with students meeting state standards
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• Teachers receive at least one walk per month. These walks focus on all phases of the Cycle of Quality of Instruction • Teachers provide feedback from district walks and observe teaching peers to gain further insights on highly effective instruction
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• District and school led professional development and staff meetings where assessments are created, revised, and edited to ensure calibrated assessments for students • Assessments are given from previous years for teachers to establish baseline of present levels for students • Develop a PLC structure for data analysis on common and formative assessments
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	• Team lead meetings and PLC structures established to breakdown assessment data. These assessments may be formative, summative, and or district common assessments
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	• Weekly PLC meetings are held collaboratively with teachers and administration for the breakdown of data and establishing needs-based areas of focus to guide future instruction

	• Teachers submit progress monitoring data prior to PLC meetings
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	• Our entire school staff is conducting a book study focusing on positive culture and climate. This book study includes break out sessions to discuss strengths and areas of growth within the school. • Student celebrations and recognitions are held for students exemplifying social and academic success within the school community

2021-22 Phase Two: School Assurances_10222021_09:52

2021-22 Phase Two: School Assurances

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

2. 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**
- o No
- o N/A

COMMENTS

Title I Programs

3. 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.

- o Yes

o No

● **N/A**

COMMENTS

4. 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.

o Yes

o No

● **N/A**

COMMENTS

5. 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).

o Yes

o No

● **N/A**

COMMENTS

6. 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).

o Yes

o No

● **N/A**

COMMENTS

7. 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)).

o Yes
o No
● **N/A**

COMMENTS

8. 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)).

o Yes
o No
● **N/A**

COMMENTS

9. 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).

o Yes
o No
● **N/A**

COMMENTS

10. 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).

o Yes
o No
● **N/A**

COMMENTS

11. 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).

o Yes
o No
● **N/A**

COMMENTS

12. 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).

o Yes
o No
● **N/A**

COMMENTS

13. 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)).

o Yes
o No
● **N/A**

COMMENTS

14. 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).

o Yes
o No
● **N/A**

COMMENTS

15. 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)).

o Yes
o No
● **N/A**

COMMENTS

Title I Schoolwide Programs

16. 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).

o Yes
o No
● **N/A**

COMMENTS

17. 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.

o Yes
o No
● **N/A**

COMMENTS

18. 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.

o Yes
o No
● **N/A**

COMMENTS

19. 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.

o Yes
o No
● **N/A**

COMMENTS

20. 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.

o Yes
o No
● **N/A**

COMMENTS

21. 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 CFR 200.26 (Code of Federal Regulations).

o Yes
o No
● **N/A**

COMMENTS

22. 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.

o Yes
o No
● **N/A**

COMMENTS

23. 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.

o Yes
o No
● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

24. 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.

o Yes
o No
● **N/A**

COMMENTS

25. 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.

o Yes
o No
● **N/A**

COMMENTS

26. 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.

o Yes
o No
● **N/A**

COMMENTS

27. 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.

o Yes
o No
● **N/A**

COMMENTS

28. 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.

o Yes
o No
● **N/A**

COMMENTS

29. 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.

o Yes
o No
● **N/A**

COMMENTS

30. 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.

o Yes
o No
● **N/A**

COMMENTS

31. 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.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10222021_09:42

2021-22 Phase Two: School Safety Report

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes 8/3/21

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

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

Yes 8/12/21

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11122021_12:35

2021-2022 Phase Three: Comprehensive School Improvement Plan

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached goals

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Final Hinsdale CSIP Goals 2021-2022	goals	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priori achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivate student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performanc should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the distr whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158 for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as st 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

1: Proficiency

Goal 1:
Students at RC Hinsdale will move from 58.3% Proficient and Distinguished in Reading in 2021 to 85.95 % in 2026. Students at RC Hinsdale will move fi
Distinguished in Math to 82.7% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monit
Objective 1 Increase % Proficient and Distinguished in Reading from 58.3% in 2021 to 63.83% in 2022.	Review, Analyze, and Apply Data	Monitor RTI school processes with Proficiency Data Dashboard tools	Triangulating data using MAP and formative and common assessment data	Weekly PLC review and
	Design, Align, and Deliver Support	Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs	Implementing SEL program to feature a monthly character trait, weekly lessons, and groups based on social and emotional needs	MTSS Data PLCs every PD through faculty meet
Objective 2 Increase % Proficient and Distinguished in Math from 47.8 % in 2021 to 54.78% in 2022.	Review, Analyze, and Apply Data	Monitor RTI school processes with Proficiency Data Dashboard tools	Triangulating data using MAP and formative and common assessment data	Weekly PLC review and PD through faculty meet
	Design, Align, and Deliver Support	Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs.	Implementing SEL program to feature a monthly character trait, weekly lessons and groups based on social emotional needs	MTSS Data PLCs every

2. Separate Academic Indicator

Goal 2
Increase the separate academic indicator of Science from 33.3% in 2021 to 48% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Moni
Objective 1 Increase the separate academic indicator of Science from 33.3% in 2021 to 38.33% in 2022.	Design and Deliver Instruction District wide consultants support teachers in KCSD Science scope and sequence Science common assessments in Science	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery	Implementation of high engagement strategies in all classes Implementation of Cycle of Quality Instruction	Walkthroughs, District S Technology Training (Pe Matters)

1: Proficiency

Goal 1:
Students at RC Hinsdale will move from 58.3% Proficient and Distinguished in Reading in 2021 to 85.95 % in 2026. Students at RC Hinsdale will move fi
Distinguished in Math to 82.7% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monit
Objective 1 Increase % Proficient and Distinguished in Reading from 58.3% in 2021 to 63.83% in 2022.	Review, Analyze, and Apply Data	Monitor RTI school processes with Proficiency Data Dashboard tools	Triangulating data using MAP and formative and common assessment data	Weekly PLC review and
	Design, Align, and Deliver Support	Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs	Implementing SEL program to feature a monthly character trait, weekly lessons, and groups based on social and emotional needs	MTSS Data PLCs every PD through faculty meet
Objective 2 Increase % Proficient and Distinguished in Math from 47.8 % in 2021 to 54.78% in 2022.	Review, Analyze, and Apply Data	Monitor RTI school processes with Proficiency Data Dashboard tools	Triangulating data using MAP and formative and common assessment data	Weekly PLC review and PD through faculty meet
	Design, Align, and Deliver Support	Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs.	Implementing SEL program to feature a monthly character trait, weekly lessons and groups based on social emotional needs	MTSS Data PLCs every

2. Separate Academic Indicator

Goal 2
Increase the separate academic indicator of Science from 33.3% in 2021 to 48% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Moni
Objective 1 Increase the separate academic indicator of Science from 33.3% in 2021 to 38.33% in 2022.	Design and Deliver Instruction District wide consultants support teachers in KCSD Science scope and sequence Science common assessments in Science	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery	Implementation of high engagement strategies in all classes Implementation of Cycle of Quality Instruction	Walkthroughs, District S Technology Training (Pe Matters)

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminati should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's clima required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monit
Objective 1 Increase percentage of Proficient and Distinguished in Reading from 26.9% to 50%.	Review, Analyze, and Apply Data	Special ED team uses Data Dashboard to monitor student proficiency and IEP goal progress	Students demonstrating mastery and goal setting achievement	Monitoring IEP goals as progress towards proficie
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed.	Schoolwide behavior supports and PD	
Objective 2 Increase percentage of Proficient and Distinguished in Math from 11.5% to 40%.	Review, Analyze, and Apply Data	Special ED team uses Data Dashboard to monitor student proficiency and IEP goals progress.	Students demonstrating mastery and goal setting achievement	Monitoring of IEP goals progress towards proficie
		Implement formal informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed.	Schoolwide behavior supports and PD	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminati should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's clima required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monit
Objective 1 Increase percentage of Proficient and Distinguished in Reading from 26.9% to 50%.	Review, Analyze, and Apply Data	Special ED team uses Data Dashboard to monitor student proficiency and IEP goal progress	Students demonstrating mastery and goal setting achievement	Monitoring IEP goals as progress towards proficie
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed.	Schoolwide behavior supports and PD	
Objective 2 Increase percentage of Proficient and Distinguished in Math from 11.5% to 40%.	Review, Analyze, and Apply Data	Special ED team uses Data Dashboard to monitor student proficiency and IEP goals progress.	Students demonstrating mastery and goal setting achievement	Monitoring of IEP goals progress towards proficie
		Implement formal informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed.	Schoolwide behavior supports and PD	

4. Growth

Goal 4 Increase percent of students showing growth on MAP in Reading from 75.51% in Spring 2021 to 83% in Spring 2024. Also, increase the percent of studen from 76.67% in Spring 2021 to 85% in Spring 2024.				
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Moni**
Objective 1 Increase percent of students showing growth in Reading from 75.51% in 2021 to 78% in 2022.	Review, analyze, and apply data. Establishing a learning culture and environment.	Grade level Data Dashboard tool includes student Proficiency and Intervention Data. Analysis of Performance Matters data for each common assessment in ELA.	Progress towards proficiency and growth goals.	MAP data, Formative ar assessment and Interven
Objective 1 Increase percent of students showing growth in Math from 76.67% in 2021 to 80% in 2022.	Review, analyze, and apply data. Establishing a learning culture and environment.	Grade level Data Dashboard tool includes student Proficiency and Intervention Data. Analysis of Performance Matters data for each common assessment in ELA.	Progress towards proficiency and growth goals.	MAP data, Formative ar assessment and Interven

5. Impact Survey

Objective	Strategy	Activities	Measure of Success	Progress Monit
Objective 1: Increase the professional growth and learning opportunities available to faculty from 49% in 2020 to 60% in 2022	Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery.	Implementation of high engagement strategies in all classes	Walk throughs, Faculty I Technology Training (Schoology/Performance Survey Data
		Ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	Implementation of The Cycle of Quality Instruction.	
		Survey staff regarding professional development needs and utilize this information to inform school-wide PD plan for 2021.	100% Staff participation and input.	

2021-22 Phase Three: Executive Summary for Schools_11242021_09:08

2021-22 Phase Three: Executive Summary for Schools

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

R. C. Hinsdale Elementary is comprised of 554 students in grades P-5, with 36 certified staff members. We are located in Edgewood, Kentucky as part of the Kenton County School District, which is located in the northern part of the state. Every staff member is highly qualified to teach his/her specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education. R. C. Hinsdale has consistently achieved at high levels on state assessments for the past four years, but in recent years has experienced the impact of a changing student demographic. The percentage of at-risk students as identified by poverty, minority, English learner and students with disabilities continues to increase. Despite these challenges, our highly qualified staff is responsive to the needs of our students and receives a significant amount of support from our generous Parent/Teacher Association (PTA) which assists our school with fundraising efforts to support curriculum and technology enhancement opportunities for all students. We have forged strong connections and partnerships with schools in our feeder pattern to better support at most at-risk learners. High school students, some of whom were once students in our school, serve as mentors to our students and assist students academically and behaviorally to promote positive outcomes.

School's Purpose

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.

The mission of R. C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens. We believe the following: All children want to learn; all children can learn. Learning is a lifelong process. Instruction should be relevant to children's lives. Problem-solving skills and critical thinking skills are valuable. Education is a partnership among home, school, and community. Respect for self and others promotes a sense of community and an environment conducive to learning. Every individual has a unique combination of abilities and attributes that, when recognized, nurtured and

challenged, promote the realization of potential. R. C. Hinsdale embodies this purpose by holding students accountable and teaching the whole child. There is a strong sense of home and school partnerships and families are invested and engaged in the mission of our school. In a post pandemic world, we are looking to create more opportunities in the arts, technology, physical education, and other extra-curricular options. These engaging activities encourage students to explore and develop their skills and talents and helps prepare students to be college and career ready. We believe that transition readiness begins from the first day a student enters our doors.

Notable Achievements and Areas of Improvement

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.

R. C. Hinsdale has achieved superior ratings on state achievement assessments for the past three years and has also been recognized as a School of Distinction. Historically, our students have performed at or above grade level and our overall achievement has remained consistently high. Our attendance data ranks among the highest in the state. As the demographic characteristics of our students and families has changed in recent years, we have experienced some challenges with regard to helping all students achieve at high levels. Through our school's Multi-tiered System of Support (MTSS), we are providing all students, especially our at-risk learners which includes students with disabilities, English Language Learners and economically disadvantaged students in the opportunity to excel and demonstrate achievement at proficiency and beyond. As a community of professionals, we are developing tighter and more efficient PLC structures so that teachers can quickly identify student needs and how to address those needs, whether academically or behaviorally.

Additional Information

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

Additional Information

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

Through the strong support of our families and community, we will meet the needs of all students. We continue to seek opportunities to build stronger community partnerships that that will further support the needs of all of our learners. We recognize the challenge of providing a world class education in a post pandemic society. We work each day at analyzing data, behavior data, and SEL information to provide our students with every opportunity to succeed. Our students hold high expectations for themselves and our teachers have invested in our school for more than 100 years concurrently. R. C. Hinsdale is an outstanding school, and we will continue to reach higher to achieve success. Our theme for this school year is that life is like a windshield...we have a facing forward mindset and how together we can move staff and students towards college and career readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11242021_10:32

2021-22 Phase Three: Professional Development Plan for Schools

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of R.C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens.

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?

Goal 1: By the end of the school year, 80% of all students will score proficient (70%) on weekly formative assessments and district common assessments in Math. Increase percent of students showing growth on MAP in Math from 76.67% in Spring 2021 to 85% in Spring 2024. Goal 2: By the end of the school year, 80% of all students will score proficient (70%) on weekly formative assessments and district common assessments in Reading. Increase percent of students showing growth on MAP in Reading from 75.51% in Spring 2021 to 83% in Spring 2024.

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

These two priorities relate to school goals based on academic student achievement. We have recognized potential areas of growth and through a structure of support and staff development we will achieve these goals

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.

Vision toward goal #1 (math proficiency) outlined in our weekly staff memo, monthly faculty meetings and PLC's. Teachers give the Envisions Cumulative Assessment from previous year to establish baseline of present levels Team Lead Meetings and PLC Structure - Breakdown Math Assessment Data (Formative, Summative, and KCSD Common Assessment) Align Envision math curriculum with the KCSD Common Assessment Calendar.

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

By the end of the school year, 80% of all students will score proficient (70%) on weekly formative assessments and district common assessments in Math.

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.

Google sheets of students' benchmark assessment data from fall Common assessment scores Data Dashboard

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

Administration Classroom Teachers Teacher Team Leads

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

Students, district support, teachers, and school administration

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

Successmaker Math SumDog math program District Consultant Collaborative visits Performance Matters training and implementation to better track student data PLC Meetings PLC training book

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

PPR Instructional collaborator feedback Teacher reflection Use of monthly PPR walks to determine next steps based on % of recommend (green) and reinforce (red) Grade level PLC weekly meeting minutes/notes

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.

Assessment results and data that will be tracked grade level to grade level, providing appropriate transition from teacher to teacher. PPR Instructional collaborator feedback Use of monthly PPR walks to determine next steps based on % of recommend (green) and reinforce (red) Google sheets of students' benchmark assessment data from fall Data Dashboard Common assessment scores

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.

Team Lead Meetings and PLC Structure - Breakdown Math Assessment Data (Formative, Summative, and KCSD Common Assessment) Develop and implement Data Dashboard and/or Schoology for Data Analysis Weekly Staff Memo -

Discussing the "why" behind Cycle of Quality Instruction, offer grade-level teaching tips and Math assessment analysis strategies.

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

By the end of the school year, 80% of all students will score proficient (70%) on weekly formative assessments and district common assessments in Reading.

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.

Google sheets of students' benchmark assessment data from fall Common assessment scores Data Dashboard

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

Administration Classroom Teachers Teacher Team Leads

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

Students, district support, teachers, and school administration

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

Successmaker ELA PLC example vidoes District Consultant Collaborative visits Performance Matters training and implementation to better track student data PLC Meetings PLC training book

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

Teachers will receive at least one walk per month. PPR walks will focus on all phases of the Cycle of Quality Instruction. Team Leads will participate in Hinsdale walks and visit other schools for Cycle of Quality Instruction exemplary practices.

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.

Google sheets of students' benchmark assessment data from fall Common assessment scores and Data Dashboard Assessment results and data that will advance with student to next grade level Grade level PLC weekly meeting minutes/ notes

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_08232021_16:52

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Mindy Coleman 8/23/2021

2021-22 Phase Two: The Needs Assessment for Schools_10112021_15:27

2021-22 Phase Two: The Needs Assessment for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. At these meetings, student data is analyzed to determine student mastery and student needs in order to reach proficiency. Remediation plans are created for students that did not reach proficiency according to assessment data and for the questions that were missed most frequently by students. Data is also reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). At this meeting the MTSS team triangulates data (weekly assessments, common assessments, MAP, KPREP). Feedback is provided to teachers

to ensure students are in the correct intervention program that is being implemented and to determine the student is placed in the correct tiered intervention. Weekly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist. At these meetings student data is reviewed to determine progress towards proficiency and progress towards meeting IEP goals. Assessment results are provided to the SBDM Council members and made public to the community through individual student reports and school newsletter. Assessment results are reported to SBDM throughout the school year. Minutes from PLC, MTSS and SBDM are created at each meeting.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

-Spring reading map data in 2018-2019 indicated that 74.61% of all students scored at or above the 50%ile and Spring MAP data in 2020-2021 showed 65.81% of students scored at or above the 50%ile. This is an 8.8% decrease. - Spring math MAP data from the 2018-2019 school year shows that 74.44% of all students scored at or above the 50%ile, while 65.27% all students in 2020-2021 scored at or above the 50%ile. This is a 9.17% decrease. -During the 2018-2019 school year Brigance data showed that 62.5% of students were ready for Kindergarten. In 2020-2021 the data showed that 57% of students were ready. This is 5.5% difference.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-2020-2021 Overall common assessment/weekly assessment scores show 63% of students Kindergarten through Fifth Grade scored proficient/distinguished in math. - 2020-2021 math MAP scores show 68.07% of Students scored above the 50%ile in the fall and 65.27% in the spring. - In Spring 2020-2021, 66.28% of Third Grade students were reading at or above grade level expectation. -According to Spring 2021 Terrace Matrix data, 88% of students report they have a positive school experience.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

-Fall 2020-2021 reading MAP scores show that 69.88% of all students scored above the 50%ile in Fall and 65.81% in spring. -Spring 2020-2021 reading MAP data indicates that 25.4% of students with disabilities scored proficient/distinguished. - In the 2020-2021 school year, 47% of all students scored proficient/distinguished on reading common assessments/weekly assessments and 11% of students with disabilities scored proficient/distinguished.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

-According to 2020-2021 reading MAP scores, 80.85% of Kindergarten students scored proficient/distinguished which is above the district average of 74.81% Also, 70% of Fourth Grade students scored proficient/distinguished, which is above the district average of 62.61%. -2020-2021 math MAP scores indicate that all students in grades Kindergarten through Fourth Grade scored above the district average for their specific grade level. Also, math Spring MAP indicates that 65.27% of all students scored proficient/distinguished, which is above the district average of 58.29%. The system that supports these successful scores in both reading and math include, teachers creating rigorous lessons that include assessments aligned to the correct standards. Weekly analysis of assessment scores at PLC meetings to determine remediation for standards that were not mastered by students. Plans are developed for individual students that continuously score below grade level expectations. The MTSS team analyzing assessment data and progress monitoring data for students in tiered interventions to determine if students are receiving the correct amount of support.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on student engagement and the use of technology. Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, and use successful engagement strategies (Kagan strategies, Accountable talk, whole brain learning strategies lessons that promote collaborative learning). Staff will participate in professional learning sessions on how to incorporate technology into the classroom. KCWP 5: Staff will discuss student progress during PLC meetings, MTSS meetings and staff meetings ensuring students are in the correct intervention. Also, discuss instructional strategies to implement in core classes to help students reach mastery of standards. Growth in core classes is a goal this school year, especially for our students with disabilities. In order to help this population make growth, teachers will analyze data (progress monitoring data, MAP data, formative assessment data) and work with special education teachers to make sure that student plans are followed and that students are making progress towards reaching IEP goals and mastery of grade level standards.

ATTACHMENTS

Attachment Name

Key Elements 21-22

Attachment Summary

Attachment Name	Description	Associated Item(s)
Key Elements 21-22		• 6

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Kenton Elementary has a math committee and an ELA committee that analyzes the current curriculum used for both core instruction and tiered interventions. They provide information when the data is showing that a program is not working and adjustments need to be made. They also research curriculum that has shown success for schools that have similar needs as Kenton to implement with our students. Teachers attend professional learning opportunities throughout the school year to deconstruct standards and determine if assessments are fully aligned to the standard. SBDM discusses curriculum needs when needed.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on student engagement and the use of technology. Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, and use successful engagement strategies (Kagan strategies, Accountable talk, whole brain learning strategies lessons that promote collaborative learning). Staff will participate in professional learning sessions on how to incorporate technology into the classroom..
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet the needs of all students, including but not limited to what students currently know and what standards need remediation. Students will goal set for formative and summative assessments to help keep track of their own

	learning. Assessment scores will be shared and discussed with staff on a weekly basis. Overall school assessment scores are shared with parents and SBDM throughout the school year.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	The MTSS process is utilized for both academic performance and social emotional/behavior needs. Students that need extra support are on our watch list. Progress monitoring data is collected for the students on the watch list in their area of concern. This data, along with formative and summative assessments are analyzed weekly at PLC meetings and MTSS meetings. This data is used to determine the tiered intervention a student needs in order to close the gap in learning. RTI groups are formed according to these data sets and students remain in the current intervention until data reflects that the student made improvements to exit the intervention or needs more support. Parents are notified when a student enters or exits a tiered intervention.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	KCWP 5: Staff will discuss student progress during PLC meetings, MTSS meetings and staff meetings ensuring students are in the correct intervention. Also, discuss instructional strategies to implement in core classes to help students reach mastery of standards. Growth in core classes is a goal this school year, especially for our students with disabilities. In order to help this population make growth, teachers will analyze data (progress monitoring data, MAP data, formative assessment data) and work with special education teachers to make sure that student plans are followed

	and that students are making progress towards reaching IEP goals and mastery of grade level standards.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Staff will continue to follow the code of expected behavior for interventions for student behavior, SEL intervention ideas and consequences for behaviors when necessary. Teachers will discuss the CATS expectations with students and monitor student behavior in all areas of the school building. The staff uses Class Dojo to communicate with parents regarding behavior needs and successes. We have a full time FRYSC that works with families to offer resources for to meet basic needs, outside therapy, tutoring etc. FRYSC and the staff communicate when a need arises. Our school counselor conducts classroom lessons on bullying and the school participates in the anti-bullying pledge. Kenton Elementary has a cultural awareness committee that plans events and finds resources for teachers to celebrate different cultures. Teachers also integrate different cultures into daily lessons.

2021-22 Phase Two: School Assurances_10112021_15:27

2021-22 Phase Two: School Assurances

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

2. 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

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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.

o Yes
o No
● **N/A**

COMMENTS

26. 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.

o Yes
o No
● **N/A**

COMMENTS

27. 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.

o Yes
o No
● **N/A**

COMMENTS

28. 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.

o Yes
o No
● **N/A**

COMMENTS

29. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10112021_15:28

2021-22 Phase Two: School Safety Report

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes 8/10/21

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

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

Yes, 8/12/21

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_10222021_12:10

2021-2022 Phase Three: Comprehensive School Improvement Plan

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Key Elements 21-22		•

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase reading proficiency from 51.8% P/D students in 2021 to 81.25% of students P/D rate in 2024.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading proficiency from 51.8 % P/D to 71.0% P/D in October 2022.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
		Provide feedback on weekly lesson plans to ensure assessments match the standard taught in class. Also, regarding high cognitive tasks. Training provided to staff throughout the year to create lesson plans.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative(Performance Matters assessments, MAP) evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures and MAP data	Weekly reading data to determine P/D percentages of students. Weekly MTSS meetings Weekly PLC meetings	0
	KCWP 4: Review, Analyze Apply Data	Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. Create plans to remediate standards as necessary.	Assessment data From Performance Matters, MAP	PLC meetings MTSS meetings	0
		Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and K-PREP Data	Student goal sheets	0
		Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.	Progress monitoring tools and data	MTSS meetings PLC meetings	0

Goal 1 (State your proficiency goal): *Increase math proficiency from 59.4% P/D students in 2021 to 81.25% of students P/D rate in 2024*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase math proficiency from 59.4% P/D to 69.4% P/D in October 2022	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and K-PREP	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans.	0
		Use formative and summative(Performance Matters assessments, MAP) evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students. Weekly PLC meetings Weekly MTSS meetings	0
	KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and K-PREP Data	Student Goal Sheets	0
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. Create plans to remediate standards as necessary	Assessment data From Performance Matters, MAP	PLC meetings MTSS meetings	0

		Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.	Progress monitoring tools and data	MTSS meetings PLC meetings	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): *Collaborate to increase science proficiency from 38.7% students at P/D in 2021 to 77.4% students at P/D in 2024.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase science proficiency from 38.7 %P/D to 62.4% by October 2022.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings	0
		Vertically align and implement Science Standards through Project Lead the Way.	Learning Walks Lesson Plans Science Assessments	Feedback from classroom walks Science assessment data	
	KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and K-PREP Data	Student Goal Sheets	0

Goal 2 (State your separate academic indicator goal.): *Collaborate to increase writing proficiency from 81.1% students at P/D in 2021 to 90% students at P/D in 2024.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase writing proficiency from 81.1 %P/D to 85% by October 2022.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Rating of learning walks and feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings Planning of monthly scrimmages	0
		Vertically align writing instruction.	Learning Walks Lesson Plans Weekly Writing Assessments	Feedback from classroom walks Writing assessment data Writing Review Data	0
	KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and K-PREP Data	Student Goal Sheets	0

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading from 35.7% P/D to 50.7% P/D by October 2022 for students with disabilities.	KCWP2: Design and Deliver Instruction Classroom Activities and	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data from Read 180 by-monthly. Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	$500

	KCWP6: Establishing Learning Culture and Environment Classroom Activities			Weekly PLC meetings	
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in reading.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas. Weekly PLC meetings	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in reading. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC PTA and SBDM committees to support reading for all students.	$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. Ensure each student has an adult advocate.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referrals to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals to staff in order to develop interventions to support students.	0

		have been established within the classroom.		Monthly PBIS meetings to discuss student behavior.	
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0
		Targeted Instructional Walks (standards based instruction in collaboration and IEP goal instruction in resource)	Learning walks and lesson plans	Learning walks focus on standard based assessment (grade level) progress towards IEP goals in RTI	
	KCWP 4: Review, Analyze Apply Data	Provide support for students/families to reduce barriers to learning.	Weekly review of student attendance by administration, FRC and District personnel FRC communicates with school staff regarding student's basic needs that will help reduce barriers to learning.	FRC communicates with families to discuss barriers of learning. FRC works with individuals and groups of students to increase attendance at school. FRC provides resources to families to increase attendance to help provide basic needs.	
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. (special education teachers attend general education and special education PLC) Create individual plans for all GAP students according to data to demonstrate mastery on grade level standards.	Progress monitoring data, assessment data (Performance Matters, MAP)	PLC minutes MTSS minutes	
		Provide professional learning sessions on instructional strategies in reading.	Teacher feedback from professional learning session. PLC minutes	PLC minutes	

Objective 2: Collaborate to increase math from 21.4% P/D to 44.1% P/D by October 2022 for students with disabilities.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data collected monthly for math. PLC Meetings MTSS Meetings	0
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Review of monthly collection of progress monitoring graphs for students with disabilities in math.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas.	0
		Ensure that all users of assessment data use information to benefit student learning.	Weekly Friday Assessment data results for students with disabilities. MAP data for students with disabilities.	Special education PLC meetings to determine best practices for special education students in math. Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon MAP results.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC, PTA and SBDM committee to support math for all students.	$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. Ensure each student has an adult advocate.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referral data to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals to staff in order to develop interventions to support students. Monthly PBIS meetings to discuss student behavior.	0

		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0
		Targeted Instructional Walks (standards based instruction in collaboration and IEP goal instruction in resource)	Learning walks and lesson plans	Learning walks focus on standard based assessment (grade level) progress towards IEP goals in RTI	
	KCWP 4: Review, Analyze Apply Data	Provide support for students/families to reduce barriers to learning.	Weekly review of student attendance by administration, FRC and District personnel FRC communicates with school staff regarding student's basic needs that will help reduce barriers to learning.	FRC communicates with families to discuss barriers of learning. FRC works with individuals and groups of students to increase attendance at school. FRC provides resources to families to increase attendance to help provide basic needs.	
		Provide professional learning sessions on instructional strategies in reading.	Teacher feedback from professional learning session. PLC minutes	PLC minutes	
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. (special education teachers attend general education and special education PLC) Create individual plans for all GAP students according to data to demonstrate mastery on grade level standards.	Progress monitoring data, assessment data (Performance Matters, MAP)	PLC minutes MTSS minutes	

4: Growth

Goal 4 (State your growth goal.): *By 2024, Kenton Elementary will increase the percentage of students showing growth in MAP for reading from 43.67% in Spring 2021 to 74.6%, and for math from 49.49% in Spring of 2024 to 74.8%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 43.67% in Spring of 2021 to 67.2% by Spring of 2022.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from DIBELS	$500
		Develop a clearly defined RTI school/district wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from DIBELS	$500
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to determine tiered placement of instruction for students.	Based upon weekly DIBELS	0
Objective 2: Collaborate to increase math percentages of students achieving growth in MAP percentiles from 49.49% in Spring of 2021 to 70.5% by Spring of 2022.	KCWP4: Review, Analyze and Apply Data Classroom Activities	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Tracking of student movement on and off watch listing.	Use of weekly progress monitoring data from AIMSWEB	$100
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Data spreadsheet tracking of weekly progress monitoring data.	Use of weekly progress monitoring data from AIMSWEB	$100
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Multi-tiered System of Support weekly meeting to	Based upon weekly AIMSWEB	$100

			determine tiered placement of instruction for students.		
	KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and K-PREP Data	Student Goal Sheets	0

Goal 5: Impact Survey

Goal 5: Impact Survey: *By 2024, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 39% to 80%.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase valuable professional development sessions from 39% in Winter 2020 to 50% in Spring 2022.	KCWP 6: Establishing Learning Culture and Environment	Create a survey for staff regarding professional learning sessions for the upcoming school year.	Administration will review survey results to implement professional development sessions according to results.	Survey Results	0
	KCWP 5: Design, Align and Deliver Support	Complete data analysis during PLC meetings to determine needs for professional development.	MAP Data, Weekly assessment data, progress monitoring data, reduction of behavior referrals.	Data from Aimsweb, Dibels, MAP, PBIS meeting minutes	0

2021-22 Phase Three: Executive Summary for Schools_10222021_12:09

2021-22 Phase Three: Executive Summary for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

Kenton Elementary School is one of 11 Elementary schools in the Kenton County School District located in Independence, Kentucky. Kenton Elementary currently has an enrollment of 670 Preschool through Fifth Grade students. We have approximately 45 certified staff members and 16 classified support staff. Our positive support program is based on the "CATS" expectations. These expectations are taught throughout the school year in all areas of the school building and the school bus. Students can earn rewards by following the "CATS" expectations (Commitment, Achievement, Teamwork, Self-Control). Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, energy wise team, chorus, intramural sports, academic team, garden club, archery and Art club. We have a very dedicated and committed group of staff members and active parent involvement.

School's Purpose

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.

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success. The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential and grow to become responsible productive members of society. In order to help students reach their highest academic potential, the staff at Kenton Elementary provide both academic and social and emotional instruction. This includes providing differentiated lessons during both core academic lessons and RTI to meet the needs of students and challenge them at the same time. The staff also provides tiered support social emotional learning lessons using the Choose Love curriculum. Teachers create individual goals with students on formative and summative assessments and celebrate with students as they meet these goals. We believe that our parents play a key role in their child's education. Our FRC, along with our PTA and SBDM committees plan activities throughout the school year that help parents stay involved in their child's education. Some of these activities

include, parent/teacher conferences, math night, literacy night, Veteran's Day program, All pro dads and parent café meetings.

Notable Achievements and Areas of Improvement

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.

2020-2021 math MAP scores indicate that all students in grades Kindergarten through Fourth Grade scored above the district average for their specific grade level. Math KSA scores in 2020-2021 indicate that 71.1% of fourth grade students scored proficient/distinguished, which is above the district average of 46%. 81% of all students scored proficient/distinguished on the KSA writing test. Our focus is in the area of reading for all students and students with disabilities. 11% of students with disabilities scored proficient/distinguished on common assessment/weekly reading assessments in 2020-2021. In the 2020-2021 school year, 47% of all students scored proficient/distinguished on reading common assessments/weekly assessments. 2018-2019 reading KSA indicated that 67.3% of students reached proficiency, compared to 2020-2021 which shows 51.8% of students reached proficiency. This is a -15.5%. Spring 2021 reading MAP data indicates that 43.67% of all students made expected growth from fall 2020. 21.4% of students with disabilities scored proficient/distinguished on the reading KSA in the 2020-2021 school year, compared to 51.8% of all students.

Additional Information

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

Additional Information

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

On the quality school climate and opportunity to learn survey results indicated that 98.4% of students agree/strongly agreed that adults at Kenton make sure students are safe. Also, 97% of students agree/strongly agreed that the work teachers gave them during the school year helped them learn new things. Finally, 98.8% of students feel that Kenton Elementary is a caring place. According to Spring 2021 Terrace Matrix data, 88% of students report they have a positive school experience.

This survey data also shows an increase in student global satisfaction from 18% in fall 2020 to 31% in spring 2021.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_10222021_12:09

2021-22 Phase Three: Professional Development Plan for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of Kenton Elementary is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential, and grow to become responsible, productive members of society.

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?

The top two priorities at Kenton Elementary are for all students to reach proficiency in reading and to close the GAP for students with disabilities in the area of reading.

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

The professional development sessions relate to our KSA goals listed below. -Increase reading proficiency from 51.8% P/D students in 2021 to 81.25% of students P/D rate in 2024. -Increase reading scores for students with disabilities from 35.7% to 40.7% by October 2022.

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.

Collaborate to increase reading proficiency from 51.8 % P/D to 71.0% P/D in October 2022.

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

The intended outcome of this professional development is to create best practices to ensure that all students perform proficient/distinguished on formative/ summative assessments in reading. This includes analyzing data and creating lessons from the data to help students make progress towards proficiency.

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.

-In weekly PLC meetings, collection of progress monitoring data is analyzed to determine progress towards grade level benchmarks. -Performance Matters reading assessment data results on weekly assessments and common assessments, along with MAP scores and student work samples will be analyzed to determine progress towards grade level proficiency. -In Weekly MTSS meetings data will be triangulated to determine progress towards grade level proficiency. Feedback will be provided to teachers regarding instructional strategies and tiered interventions. -Teacher feedback from professional learning session. -Targeted Instructional Walks to

provide feedback on high cognitive tasks and assessment alignment to standards.
-Provide feedback on weekly lesson plans to ensure instruction matches standards taught in class.

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

General education teachers, special education teachers and intervention teachers.

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

All school stakeholders will be effected by this professional development, including students, teachers, administration and parents.

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

The resources that will be used for this professional learning is technology, progress monitoring data (Dibels). District curriculum consultants are a resource to provide strategies, class visits and feedback in order to create next steps for students. Funding to purchase instructional materials was used this year to include (Read180, iRead, Wonders student workspaces, Compass, Read Naturally, Peardeck, Performance Matters). Teachers received professional development on how to use these programs and how to analyze necessary reports.

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

Teachers will attend weekly PLC meetings to discuss student progress and create remediation plans for students not reaching grade level proficiency. District curriculum consultants are a resource to provide strategies, class visits and feedback in order to create next steps for students. Teachers received professional development on how use and analyze data on reading software programs used for interventions. Professional learning will take place throughout the year to deconstruct standards to ensure the correct standards are being measured on assessments.

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.

-Data graphs for watch listing of students, including those performing in the novice and apprentice in reading -Weekly PLC meetings -Special education PLC meetings to determine best practices for special education students in reading. -Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to close the gap in learning based upon Reading MAP results. Plans are discussed in weekly PLC meetings to determine mastery of grade level standards. -The intended outcome of this professional development is for students with disabilities to perform proficient/distinguished on formative/ summative assessments in reading. Also, to create remediation plans when students are not making progress towards proficiency or making progress on their IEP goals in reading.

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.

-Increase reading scores for students with disabilities from 35.7% to 40.7% by October 2022.

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

The intended outcome of this professional development is to create best practices to ensure our students with disabilities perform proficient/distinguished on formative/summative assessments in Reading. This includes analyzing data and creating lessons from the data to help students make progress towards proficiency and progress towards their IEP goals.

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.

-In weekly PLC meetings, collection of progress monitoring data is analyzed to determine progress towards goals for students with disabilities in reading. - In weekly PLC meetings, data is triangulated to determine progress towards grade level proficiency for students with disabilities. This data includes, assessments using Performance Matters for weekly assessments and common assessments, MAP data and student work samples. Teachers will create remediation plans for students that are not reaching proficient/distinguished on assessments. -The MTSS team will review Performance Matters data, along with progress monitoring data to determine progress towards grade level proficiency to provide instructional feedback and strategies for students with disabilities. -Teacher feedback from

professional learning session. - Targeted Instructional Walks (standards based instruction in collaboration and IEP goal instruction in resource). -Provide feedback on weekly lesson plans, collaboration and resources, to ensure instruction matches standards taught in class. Also, instruction matches IEP goals.

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

General education teachers, special education teachers and intervention teachers.

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

All school stakeholders will be effected by this professional development, including students, teachers, administration and parents.

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

The resources that will be used for this professional learning is technology, progress monitoring data (Dibels). Special education teachers attend grade level PLC and attend a special education specific PLC each week. District curriculum consultants are a resource to provide strategies, class visits and feedback in order to create next steps for students. Funding to purchase instructional materials was used this year to include (Read180, iRead, Wonders student workspaces, Compass, Read Naturally, Peardeck, Performance Matters). Teachers received professional development on how to use these programs and how to analyze necessary reports.

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

Teachers will attend weekly PLC meetings to discuss student progress and create remediation plans for students not reaching grade level proficiency. District curriculum consultants are a resource to provide strategies, class visits and feedback in order to create next steps for students. Teachers received professional development on how use and analyze data on reading software programs used for interventions. Professional learning will take place throughout the year to deconstruct standards to ensure the correct standards are being measured on assessments.

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.

-Watch list is created that includes those performing in the novice and apprentice in reading if a students is not identified special education in Reading. If so, IEP data is used. -Weekly special education PLC meetings to determine best practices for special education students in reading. -Grade level teams working together with special education teacher to plan for standards based instruction that is targeted to GAPs in learning based upon reading MAP results. Plans are discussed in weekly PLC meetings to determine mastery of grade level standards. -Learning walks focus on standard based assessment (grade level) progress towards IEP goals. -The intended outcome of this professional development is for students with disabilities to perform proficient/distinguished on formative/summative assessments in reading. Also, to create remediation plans when students are not making progress towards proficiency or making progress on their IEP goals in reading.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09092021_13:22

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Tiffany Burris 9/9/2021

2021-22 Phase Two: The Needs Assessment for Schools_10132021_08:58

2021-22 Phase Two: The Needs Assessment for Schools

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

At Piner each year, our administrators host a school-wide KPREP Data Analysis PD. It includes all teachers and staff, and the FRC Coordinator. Additionally, our Piner SBDM Council members are invited to attend. We use the KASC Score and Gap Analyzer Tool kit, and identify areas of strength and need. From this, we develop school wide goals for our CSIP. Additionally, data is reviewed throughout the year in a variety of settings. This data is reviewed with the SBDM Council at SBDM meetings in the fall, winter, and spring. Teachers, both general and special education, meet weekly in PLCs with the school administrators, and review MAP data following each administration of the test. Additional data analysis is completed in PLCs throughout

the year using weekly assessment and common assessment data. Our MTSS team (including administrators, classroom teachers, interventionists, school counselor, and special education teachers) meets in PLCs to review RTI data for academic areas, behavior, and SEL. Recommendations are made during these meetings regarding the progress or lack of progress of the interventions implemented. MTSS meetings are held to provide support and make a plan for next steps when students are in intensive interventions and there are still concerns of lack of growth. Each student's data is reviewed at least every eight weeks. At times, the MTSS team members may refer students for a special education referral.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Trends from the previous two academic years, as measured by KPREP, show that our special education students are scoring consistently lower than our overall proficiency scores by double digits in Reading and Math. Our overall reading proficiency for the 2017-2018 school year was 67.8%, for the 2018-2019 school year was 67.9%, and for the 2020-2021 school year was 55.8%. While our reading proficiency for our special education students for the 2017-2018 school year was 34.2%, for the 2018-2019 school year was 33.3%, and for the 2020-2021 school year was 23.5%. The averaged difference from all three years is 33.5%. Our overall math proficiency for the 2017-2018 school year was 65%, for the 2018-2019 school year was 67.9%, and for the 2020-2021 school year was 67.9%. While our overall math proficiency for special education students for the 2017-2018 school year was 28.9%, for the 2018-2019 school year was 24.2%%, and for the 2020-2021 school year was 29.4%. The averaged difference from all three years is 34.9%. While our special education proficiency in these areas is above the district average for all 3 years, all students need to be proficient in reading and math.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The number of behavior referrals has increased to 29 in 2020-2021 from 24 in 2019-2020. However, due to the pandemic, the behavior data is not reflective of a full school year to accurately compare for the entire year. KPREP Reading: 16.7% of students scored novice and 55.8% of students scored P/D KPREP Math: 11.6% of students scored novice and 54.3% of students scored P/D KPREP Science: 11.8% of students scored novice and 39.2% of students scored P/D KPREP On-Demand Writing: 0% of students scored novice and 72% of students scored P/D MAP Reading: 67.16% of students scored 50th percentile or higher MAP Math: 61.99% of students scored 50th percentile or higher Common Assessments Reading: 58.59% of students scored P/D Common Assessments Math: 58.64% of students scored P/D

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

In KPREP Reading, 55.8% of our students scored P/D as opposed to only 23.5% of our students receiving special education services. In KPREP Math, 54.3% of our students scored P/D as opposed to only 29.4% of our students receiving special education services.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

KPREP On-Demand Writing, 0% of students scored novice and 72% of students scored P/D; Writing P/D increased 22% and novice decreased 20.7% from 2019. 86.1% of kindergarten students scored ready for Kindergarten on the Brigance screener. 100% of our English Learners made growth on the Access test from 2020 to 2021. According to the Quality of School Climate and Safety Survey, 99.3% of our students feel adults in Piner Elementary work hard to make sure students are safe.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

KCWP 4: Review, Analyze and Apply Data Results. We will continue to refine our weekly assessment implementation and data analysis in reading and math. Teachers will assess one standard at a time following instruction. Teachers will develop instructional plans to remediate students who fail to master the standards, as well as providing extension/enrichment to students who have. Weekly assessments will be reviewed prior to administration by the PLC for standard alignment and appropriate level of rigor; results will be reviewed weekly in PLCs. Teachers will provide their remediation plans at the time, but for students failing to master the standards, or to reteach all students standards that were not mastered.

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP School Key Elements		•

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Teachers utilize SBDM approved Curriculum Maps/Timelines with integrating weekly and common assessments that contain questions connected to the Kentucky Academic Standards.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	100% of teachers receive a classroom visit from administration and Central Office staff every month. Feedback is provided to each teacher around the Cycle of Quality Instruction.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	During the summer, teachers attend professional development activities, district-wide and also school-wide, to create common and weekly assessments.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Weekly PLC Agenda: 1. Attendance Concerns 2. Assessment Data - Weekly/Common/MAP - Review 3. Calibrate & Plan for Remediation/Standards Re-teaching 4. Review & Discuss Upcoming Assessment - Weekly/Common/MAP 5. Reading or Math Software Data/Reports
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	MTSS Tier 3 meetings are scheduled every 6-8 weeks, while Tier 2 meetings are scheduled every 8-10 weeks to discuss student progress and data. Based on the data, next steps are determined for student support.
KCWP 6: Establishing Learning Culture and Environment	SEL lessons are shown daily through the video morning announcements. Second Step Lessons are taught weekly

What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	in the classroom as Tier 1 for SEL and behavior, while extension lessons are taught bi-monthly in the classroom building on those weekly lessons. Teachers use Class Dojo for PBIS behavior rewards and incentives with a school goal of 90% positive reinforcement or higher. A Dojo Cart comes around 6 times during the school year and students with 75% or higher dojo percentages get to shop off of the cart.

2021-22 Phase Two: School Assurances_10132021_08:40

2021-22 Phase Two: School Assurances

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

2. 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

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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.

o Yes
o No
● **N/A**

COMMENTS

26. 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.

o Yes
o No
● **N/A**

COMMENTS

27. 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.

o Yes
o No
● **N/A**

COMMENTS

28. 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.

o Yes
o No
● **N/A**

COMMENTS

29. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10192021_07:55

2021-22 Phase Two: School Safety Report

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes 8/12/2021

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

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

Yes 8/12/2021

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11122021_12:54

2021-2022 Phase Three: Comprehensive School Improvement Plan

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Piner Elementary will continue to maintain focus on increasing proficiency in Reading and Math for all students and students with disabilities.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
2021 KDE Comprehensive Improvement Plan for School - Piner Elementary		•

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- 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.

1: Proficiency

Goal 1: Increase the reading percentage of proficient/distinguished students from 55.8 in 2021 to 83.2 in 2025 as measured by KSA. Increase the math percentage of proficient/distinguished students from 54.3 in 2021 to 83.2 in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 55.8 in 2021 to 62.65 on Oct. 1, 2022 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Track MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process. Use of standards mastery tracking sheet to identify students and standards requiring further instruction.	Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers)	$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math. Analyze assessment data to determine small group and lessons to reteach standards when not mastered.	Analyze MAP data at a minimum of two times per year: Fall and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data (Principal, Assistant Principal and Teachers)	
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.			
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	
	KCWP 6: Establishing Learning Culture and Environment	Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.	Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews. Collaborate to develop a plan to strengthen all aspects of student behavior and safety.	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Bi-Weekly MTSS-RBTL meetings (Principal, Assistant Principal, Teachers)	

Objective 2: Collaborate to increase the percentage of	KCWP 4: Review, Analyze and Apply Data	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Track MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process. Use of standards mastery tracking sheet to identify students and standards requiring further instruction.	Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers)
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.		

students scoring proficient and distinguished in math from 54.3 in 2021 to 61.53 on Oct. 1, 2022 as measured by KSA.				
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math. Analyze assessment data to determine small group and lessons to reteach standards when not mastered.	Analyze MAP data at a minimum of two times per year: Fall and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data (Principal, Assistant Principal and Teachers)
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)
	KCWP 6: Establishing Learning Culture and Environment	Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.	Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews. Collaborate to develop a plan to strengthen all aspects of student behavior and safety.	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Bi-Weekly MTSS-RBTL meetings (Principal, Assistant Principal, Teachers)

Goal 2: Increase the writing percentage of proficient/distinguished students from 72 in 2021 to 86 in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 72 in 2021 to 75.5 by Oct. 1, 2022 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students. Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Writing reviews and calibrated scoring as part of the PLC process. Use of writing standards mastery tracking sheet to identify students and standards requiring further instruction.	Monthly data reviews in PLCs and staff meetings to determine student learning needs in writing. (Principal, Assistant Principal and Teachers)	$0
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in writing. Analyze On-Demand Writing assessment data to determine small group and lessons to reteach standards when not mastered.	Analyze student writing data and samples at least monthly in PLCs or staff meetings. (Principal, Assistant Principal and Teachers)	
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery in writing at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher)	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the reading percentage of students with disabilities scoring proficient/ distinguished from 23.5 in 2021 to 34.74 in 2022 as measured by KSA.	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process. Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom. Use of standards mastery tracking sheet, and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction. Collaboration in staff meetings and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective.	Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal and Teachers) Monitor evidence-based program Read 180, System 44 data, and RTA data monthly (Principal, Assistant Principal, Teachers) Analyze MAP data for students receiving special education services at a minimum of two times per year: Fall and Spring. (Principal, Assistant Principal and Teachers) Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.			
	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.			
		Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.			
	KCWP 4: Review, Analyze and Apply Data	Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.			
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard.			
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.			
Objective 2		Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of MAP data, common assessment data, and weekly assessment data for students	Data reviews to determine student learning needs in weekly PLC meetings and every other week in	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the math percentage of students with disabilities scoring proficient/ distinguished from 29.4 in 2021 to 39.17 in 2022 as measured by KSA.	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	receiving special education services as part of the weekly PLC process. Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom. Use of standards mastery tracking sheet, and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction. Collaboration in staff meetings and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective.	Special Education PLC meetings (Principal, Assistant Principal and Teachers) Monitor evidence-based program Read 180, System 44 data, and RTA data monthly (Principal, Assistant Principal, Teachers) Analyze MAP data for students receiving special education services at a minimum of two times per year: Fall and Spring. (Principal, Assistant Principal and Teachers) Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	
	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.			
		Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.			
	KCWP 4: Review, Analyze and Apply Data	Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.			
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard.			
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students.			

4:

Growth

Goal 4: Piner Elementary will increase the percentage of students showing growth in MAP for reading from 60.09% in Spring 2021 to 75.3% in Spring 2024, and for math from 56.22% in Spring 2021 to 76.15% in Spring 2024 as measured by the MAP assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of students who are showing growth in MAP for reading from 60.09% in Spring 2021 to 63.89% in Spring 2022.	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Develop a system for student monitoring of progress.	Develop the use of student data notebooks to monitor and improve student growth and achievement in reading and math. Student data notebooks will include intermediate students tracking their own engagement with extra-curricular activities.	Weekly collaboration and use of student data notebooks during PLC, MTSS, and special education meetings as well as student-led conferences. (Principal, Assistant Principal, All Teachers)	$0
		Establish a practice (worker) to: Assure that attendance issues are rectified as to not interfere with the educational process of students.	Development of Piner Attendance Plan and biweekly review of attendance data to reduce barriers to learning with the RBTL team	Biweekly attendance review and follow up in school MTSS-RBTL meetings. District review in monthly MTSS-RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)	
		Establish a practice (worker) to: Create and monitor students in MTSS performing below proficiency.	Development of the MTSS list for monitoring student growth/achievement and developing differentiated learning opportunities.	Weekly collaboration and use of RTI list and data during PLC meetings. (Principal, Assistant Principal, Teachers)	
		Establish a practice (worker) to: Develop a system to provide access to mental health services, school-based therapy, and social-emotional health in order to reduce barriers to learning.	Development of a Piner plan for students with mental health, school-based therapy, and social-emotional health through MTSS to reduce barriers to learning with the MTSS PLC teams.	Biweekly attendance review and follow up in school MTSS-RBTL meetings. District review in monthly MTSS-RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor) Meet in MTSS PLC meetings every 8 weeks to determine supports and progress for SEL health. (Principal, Assistant Principal, Counselor and Classroom Teachers)	
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Provide differentiated instruction in reading and math at all grade levels.	Moby Max for grades 1-5; iRead- Kindergarten; System 44/ Read 180 3rd-5th grades pull out; RTA + 1 Trained Teacher in Kindergarten (Principal, Assistant Principal, Teachers)	
Objective 2 Increase the percentage of students who are showing growth in MAP for math from 56.22% in Spring	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Develop a system for student monitoring of progress.	Develop the use of student data notebooks to monitor and improve student growth and achievement in reading and math. Student data notebooks will include intermediate students tracking their own engagement with extra-curricular activities.	Weekly collaboration and use of student data notebooks during PLC, MTSS, and special education meetings as well as student-led conferences. (Principal, Assistant Principal, All Teachers)	$0
		Establish a practice (worker) to: Assure that attendance issues are rectified as to not	Development of Piner Attendance Plan and biweekly review of attendance data to reduce barriers to learning with the RBTL team	Biweekly attendance review and follow up in school MTSS-RBTL meetings. District review in monthly MTSS-	

Goal 4: Piner Elementary will increase the percentage of students showing growth in MAP for reading from 60.09% in Spring 2021 to 75.3% in Spring 2024, and for math from 56.22% in Spring 2021 to 76.15% in Spring 2024 as measured by the MAP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
2021 to 61.2% in Spring 2022.		interfere with the educational process of students.		RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)	
		Establish a practice (worker) to: Create and monitor students in MTSS performing below proficiency.	Development of the MTSS list for monitoring student growth/achievement and developing differentiated learning opportunities.	Weekly collaboration and use of RTI list and data during PLC meetings. (Principal, Assistant Principal, Teachers)	
		Establish a practice (worker) to: Develop a system to provide access to mental health services, school-based therapy, and social-emotional health in order to reduce barriers to learning.	Development of a Piner plan for students with mental health, school-based therapy, and social-emotional health through MTSS to reduce barriers to learning with the MTSS PLC teams.	Biweekly attendance review and follow up in school MTSS-RBTL meetings. District review in monthly MTSS-RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor) Meet in MTSS PLC meetings every 8 weeks to determine supports and progress for SEL health. (Principal, Assistant Principal, Counselor and Classroom Teachers)	
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Provide differentiated instruction in reading and math at all grade levels.	Moby Max for grades 1-5; iRead- Kindergarten; System 44/ Read 180 3rd-5th grades pull out; RTA + 1 Trained Teacher in Kindergarten (Principal, Assistant Principal, Teachers)	

7: Other (Optional)

Goal 5: Piner Elementary will increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2020 to 72.5% in Spring 2025, as measured by the KY Impact Survey.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2020 to 58.8% in Spring 2022, as measured by the KY Impact Survey.	KCWP 6: Establishing Learning Culture and Environment	Establish a practice (worker) to: Develop a system for monitoring needs for school facilities and repairs.	Regular review of the campus for needs for repairs.	Monthly maintenance and safety walks, safety team meetings, and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager)	$0
		Establish a practice (worker) to: Develop a system for monitoring needs for classroom instructional resources.	Develop a plan to systematically gather a list of needs for classroom resources	Collaborate in staff meetings to create a list of classroom resource needs. Prioritize the needs and work with SBDM to plan the annual SBDM budget (Principal, Assistant Principal, Teachers, SBDM Members)	

2021-22 Phase Three: Executive Summary for Schools_11122021_12:52

2021-22 Phase Three: Executive Summary for Schools

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

Piner Elementary School is a small, rural school with 297 students, covering the largest geographical area in the Kenton County School District. 42% of our students receive free or reduced lunch, and we are a school wide Title 1 school. We continue to maintain a significant number of relatives raising students. The Piner School has been in existence since 1849 and retains its strong community roots. Piner Elementary is truly the center of the community, with multi-generational family connections. In fact, several of our current teachers were Piner students themselves. Piner Elementary maintains a strong alumni group which meets annually. Our school motto is "Piner Elementary - Where Character Counts and Attitude Matters." We promote values such as trust, courage, and honor throughout our Core Essentials character program. We also provide social emotional lessons through our Second Step program. Piner Elementary offers many extracurricular activities, such as: Archery, Basketball, Academic Team, STLP, Performing Arts Club, Running Club, and more. With the receipt of Title 1 funds for summer programming, we also offer multiple enrichment activities in our Summer Learning Program.

School's Purpose

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.

The Piner Elementary community shares a strong belief that our entire school and community of Piner will work together to ensure that all students obtain a strong academic foundation, success in life, and character based on the traits of trust, courage, honor, and determination. Piner Elementary staff believes in productive/positive attitudes, rigorous teaching and learning opportunities, independent, self-motivated students, development of life skills, instruction in the arts, and excellence in academics. Piner Elementary embraces its mission to be a community based school. Piner Elementary School offers multiple activities outside of school for parents and students. A few of the programs scheduled for the 2021-2022 school year are Family Resource Center programs such as Readifest, Me and My School, Student of the Month, Family Reading and Math Night, and Summer Reading Program. Along with our parent and student involvement, the staff of Piner Elementary School participates with the continuing progress of implementation of a

positive behavior program through our MTSS system and Class Dojo. We promote explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Second Step social emotional program and the Core Essentials program. Additional efforts include the individual student goal setting, continuous influential professional development of staff, and the development of life skills. We encourage each student to participate in at least one extra-curricular or co-curricular club or team.

Notable Achievements and Areas of Improvement

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.

Points of pride for Piner Elementary School include exceeding the district average in the following areas: the percent of students scoring Proficient/Distinguished in all tested areas on KSA, reading and math MAP assessments, growth for EL students on the ACCESS test, Kindergarten Brigance, and 3rd grade literacy transition readiness. Piner Elementary School is 1:1 with Chromebooks for students in grades K-5. Piner also has a Smartboard and document camera in every classroom. The use of these instructional technologies has provided our students with the 21st Century learning skills they will need to become college and/or career ready. Piner Elementary offers a multitude of extracurricular activities for students such as Archery, Basketball, Academic Team, STLP, E-Wise Club, Running Club and more. We are able to offer after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program. We continue to increase our number of students scoring proficient in writing. To address this we utilize our PLC structure to vertically and horizontally align expectations and to refine our writing policy. We have continued to work on closing the gap with our students with disabilities through learning walks, data analysis of ongoing assessment and professional development. Teacher use of the weekly assessments in grades K-5 allows teachers to assess and monitor student mastery of academic standards, and then provide re-teaching or enrichment as needed.

Additional Information

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

Additional Information

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

We greatly value parent and community member involvement and appreciate the many contributions they make to enrich our students' learning experiences. We continue to seek ways to involve our parents and community members through programs such as College and Career Day, the Family Resource Advisory Council, PTA, SBDM, the Durr Branch of the Kenton County Public Library, and our BEST business partner with Celanese. We use the Classroom Dojo app as well as regular classroom and school newsletters to inform our stakeholders of current events taking place at our school in addition to the use of Bright Arrow automated call system. We post important school information on our marquee and on our website, as well as archiving copies of our school newsletters on the school website.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11122021_12:53

2021-22 Phase Three: Professional Development Plan for Schools

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The entire school and community of Piner Elementary will work together to ensure all students obtain a strong academic foundation, success in life, and character based on the six pillars. We believe in... Productive/Positive Attitudes, Rigorous teaching and learning opportunities, Independent and self-motivated students Development of life skills, and Excellence in academics

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?

The top two priorities for professional development that support continuous improvement include: Increasing the number of students who are reading proficiently in all grade levels. Closing the proficiency gap with our students receiving special education services.

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

Increasing the number of students who are reading proficiently in all grade levels directly correlates with the proficiency goal: Increase the reading percentage of proficient/distinguished students from 55.8 in 2021 to 83.2 in 2025 and the math percentage of proficient/distinguished from 54.3 in 2021 to 83.2 in 2025 as measured by KSA. Closing the proficiency gap with our students receiving special education services directly correlates with the gap goal: Increase the reading percentage of students with disabilities scoring proficient/ distinguished from 23.5 in 2021 to 34.74 in 2022 and math percentage of students with disabilities scoring proficient/ distinguished from 29.4 in 2021 to 39.17 in 2022 as measured by KSA. as measured by KSA.

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.

For the first priority need (increase reading proficiency), our objectives are as follows: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 55.8 in 2021 to 62.65 on Oct. 1, 2022.

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

The intended results are to calibrate instructional practices and assessment scoring which will lead to increased student reading proficiency levels.

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.

To indicate success, we will need to complete the following: Track and review assessment data in Schoology/Performance Matters (Weekly, Common, and MAP assessments). Share walk feedback and look for areas of strength to show to other teachers, share ideas for teachers to improve through a quality core professional development opportunity. This would need to be done on-going through job embedded PD. Create an assessment guide for our teachers to use while giving a running record. Have teachers use the guide and look at various assessment results to calibrate scoring.

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

The targeted audience for the professional development is: regular classroom teachers, special education teachers, intervention teachers, and instructional assistants.

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

Students, teachers, and administrators are impacted by this component of professional development.

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

The resources needed to support the professional development is time to review and analyze data to make instructional adjustments with the support of district consultants and teacher leaders.

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

We will use the following ongoing supports for professional development implementation: follow up at faculty meetings, administrator coaching upon completion of walks, weekly memos, and PLC discussions.

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.

Teachers will administer running records at least at the end of each trimester. Administrators and teachers will review that data. Administrators will conduct walks at least monthly and review feedback at least monthly for trends and job embedded PD opportunities.

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.

For the second priority need (closing the special education gap), our objectives are as follows: Increase the reading percentage of students with disabilities scoring proficient/ distinguished from 23.5 in 2021 to 34.74 in 2022 and math percentage of students with disabilities scoring proficient/ distinguished from 29.4 in 2021 to 39.17 in 2022 as measured by KSA.

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

The intended results are to calibrate instructional practices and assessment scoring which will lead to increased proficiency levels for students receiving special education services.

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.

To indicate success, we will need to complete the following: Track and review assessment data for students receiving special education services on the Piner School Dashboard (Weekly, Common, and MAP assessments). Share co-teaching walk feedback and look for areas of strength to show to other teachers, share ideas for teachers to improve through a quality core professional development opportunity. This would need to be done on-going through job embedded PD. Have classroom and special education teachers calibrate scoring on student products.

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

The targeted audience for the professional development is: regular classroom teachers, special education teachers, intervention teachers, and instructional assistants.

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

Students, teachers, and administrators are impacted by this component of professional development.

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

The resources needed to support the professional development is time to review and analyze data to make instructional adjustments with the support of district consultants and teacher leaders.

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

We will use the following ongoing supports for professional development implementation: follow up at faculty meetings, administrator coaching upon completion of walks, and PLC discussions.

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.

Teachers and special education teachers will administer weekly assessments. Administrators and teachers will review that data. Administrators will conduct walks at least monthly of co-teaching and instruction in the resource setting. They will review feedback at least monthly for trends and job embedded PD opportunities.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_08162021_11:43

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Jena Smiddy

2021-22 Phase Two: The Needs Assessment for Schools_10062021_11:50

2021-22 Phase Two: The Needs Assessment for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 9

2021-22 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The administrative team conducts an initial review of state assessment results. Results are then analyzed and summarized with staff members at a staff meeting and/or in grade level teams. Data is used to determine school wide areas of strength and focus. Ongoing data review is a standing agenda item at monthly SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during core instruction and MTSS PLCs every 6 weeks for reading, math, writing, and behavior. Weekly team meetings also focus on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed.

Intervention and administrative staff meet biweekly to review intervention data as well. Our school level administrative team meets weekly to review and analyze the various data sets to determine school wide trends, needs, and next steps. Meetings are documented with sign in sheets and agendas.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends from the previous two academic years show that continued efforts are needed to increase our overall proficiency in reading and math for all students. Our overall reading proficiency in 2019 was 61.5% (65.9% in 2018). Last year, our overall reading proficiency decreased to 46.1% (15.4 decrease). This significant decreased can be linked to the COVID-19 pandemic and the fact that our students were learning from home/online for a good portion of the school year. However, even with this as a contributing factor, we will continue to place our focus on increasing achievement in reading; noting that the proficiency decrease was significant yet in some ways unavoidable. Our overall math proficiency in 2019 was 58.3% (63.5% in 2018). Last year, our math proficiency decreased to 48.9% (9.4 decrease). While not as significant of a decrease as in reading, the overall percentages are lower and presenting a downward trend line for math. Our MAP data for reading and math also showed a slight decrease in the number of students scoring at or above the 50th percentile in 20-21. In reading, 61.15% of our students scored above the 50th percentile in the fall and only 58.56% scored above the 50th in the spring. In math, 55.91% of all students scored above the 50th percentile in the fall and only 52.17% scored above the 50th in the spring. Current MAP data indicates an increase in students scoring over the 50th percentile at 64.26% in reading and 60.92% in math. Our school district also tracks transition readiness by looking at the overall percentage of students reading on grade level at the end of 3rd grade. Based on the triangulated data outlined in our established criteria, last year 68.66% of our 3rd grade students were reading on grade level at the end of the year. This percentage increased from 2020 when 57.5% of our students left 3rd grade reading at grade level. Consistent with our overall needs, our students with disabilities are underperforming in the areas of reading and math. Last year only 17% of our students with disabilities scored proficient/distinguished in reading and 18.9% in

math. On MAP in 2021, only 25% of this student population scored above the 50th percentile in reading and 24.7% in math. In the year prior, reading data indicated 32% above the 50th and in math 33% above; indicating again a slight decrease in proficiency. Currently, our MAP data indicates that 36.6% are above the 50th in reading and 33.3% in math. All of these data sets would indicate a continued need to focus on reading and math proficiency for all students.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to state assessment (KPREP) in the spring of 21, 46% of our students scored proficient/distinguished in reading. This was above the state average of 39.5%. 48.9% of our students scored proficient/distinguished in math, above the state average of 31.4%. 38.2% of students scored P/D in science, above the state average of 25.1%. 50.3% of students scored P/D in writing, above the state average of 39.8%. 61% of our incoming Kindergarten students were designated as 'ready' according to Brigance. According to the ACCESS test given in the spring of 2021, 90% of our English Learner student population made growth. 15.9% reached attainment, above the state average of 7.4%. On MAP, 64.26% of our students scored above the 50th percentile in reading. 60.92% of students scored above the 50th percentile in math. According to the Quality of School Climate and Safety Survey, 98% of our students believe our school is a caring place and 98.5% of adults at our school work hard to make sure students are safe. The same survey indicates that only 33.1% of students believe that all students are treated the same if they break the rules. The most recent Impact KY survey results indicated 82% of our teachers have a positive perception of our overall social and learning climate of our school. The survey also indicated 50% of our teachers have a positive perception of the adequacy of our

school resources. The KY Impact survey is administered every two years and will be taken again this year. The Terrace Metrics Resiliency Survey indicated only 3 out of 391 students in grades 3rd- 5th were considered needing priority 2 support (follow up within 72-96 hours) for their social/emotional well-being.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

According to state assessment (KPREP) in the spring of 2021, 46% of our students scored proficient/distinguished in reading. Only 48.9% of our students scored proficient/distinguished in math. The same data indicates that only 18.9% of our students with disabilities scored proficient in math and 17% in reading.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our overall percentage of students scoring above the 50th percentile according to MAP is 64.26 in reading and 60.92 in math. Both areas show an overall increase from Spring of 2021 from 58.56% in reading and 53.17% in math. Our overall rate of proficient and distinguished students (according to KPREP 2021) is above the state average in all tested areas. The most recent KY Impact Survey data indicates positive working conditions with an emphasis on Staff-Leadership Relationships (89%), School Climate (82%) and School Leadership (81%). Student perception data shows a positive perception of our school by students with 98% of students surveyed indicating our school is a caring place.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

In order to produce our desired changes, we will focus our efforts on KCWP 4: Review, Analyze and Apply Data. In addition to our sustained, focused system of interventions and supports, we will continue our focus on providing high quality core instruction to all students. Teachers and administrators will collaborate to ensure classroom instruction is appropriate and strategies are implemented based on formative, summative, and diagnostic student data. This will help to eliminate gaps in instruction and provide all students with needs based instruction. Teachers and administrators are analyzing weekly assessment data aligned to grade level standards in order to re-adjust curriculum to meet student needs and ensure mastery of grade level content in reading and math. In addition, we are using a new tool, Performance Matters, to collect and analyze common assessment data. This extensive data analysis will allow us to make ongoing instructional adjustments in order to strengthen our overall reading and math instruction school-wide.

ATTACHMENTS

Attachment Name

Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
Key Elements Template	RRE 21-22	• 6

Key Elements of the Teaching and Learning Environment – River Ridge Elementary School, Villa Hills, KY

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-PD plan outlining needs assessment and ongoing professional development for staff. -Team meeting minutes to document discussion around curriculum and adjustments made based on student needs. -PLCs/Staff Meetings to review KCSD Cycle of Quality Instruction. -Adoption of math curriculum K-3 to enhance math instructional strategies. -KCSD PD sessions for standard analysis
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	-Teacher lesson plans -Master Schedule -Special area class offerings -PPR walk data to provide ongoing feedback to classroom teachers on effective instructional strategies
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-KCSD Balanced Assessment Plan -Weekly formative assessment data dashboard -Common assessment data in Performance Matters and district data dashboard -MAP data for Fall and Spring -School level data dashboard tracking progress toward IEP goals and grade level standards for students with IEPs
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	-PLCs to analyze common assessment data, formative assessment data, MAP data, and state assessment data. -Use of Performance Matters as a tool to collect and analyze student data.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	-MTSS data meetings every 6 weeks to review student progress, make instructional adjustments, and provide additional support.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	-Quality of school climate and safety survey -Kentucky Impact Survey -Updated Vision, Mission, and Core Values -Parent Engagement activities (literacy and math night) -FRC events (All Pro Dads, MVP Moms, EL Night) -Active PTO providing multiple family events throughout the school year

2021-22 Phase Two: School Assurances_10062021_11:49

2021-22 Phase Two: School Assurances

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

2. 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

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10062021_11:51

2021-22 Phase Two: School Safety Report

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes.

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

Yes. August 12, 2021

8. 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. August 12, 2021

9. 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.

10. 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.

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11122021_12:07

2021-2022 Phase Three: Comprehensive School Improvement Plan

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

As a result of an extensive needs assessment, we will continue to focus on our overall reading, writing, and math proficiency as a school. Specific strategies that have proven successful will be continued including weekly data analysis, team collaboration, strong MTSS structure to focus on targeted interventions, specific analysis of IEP goal progress, and ongoing needs based instruction for all students.

ATTACHMENTS

Attachment Name

Goal Builder

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned

activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Goal Builder	Goals and Objectives	•

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

1: Proficiency

Goal 1: **River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 81% in 2025 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 79% in 2025 as measured by the school report card.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: To increase our percentage of students scoring proficient and distinguished in reading from 61.5% in 2019 to 65.3% in 2022 as measured by the school report card. Objective 2: To increase our percentage of students scoring proficient and distinguished in math from 58.3% in 2019 to 62.5% in 2022 as measured by the school report card.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Adoption of K-3 math curriculum, Bridges, to align math instruction across classrooms and provide teachers and students with opportunities to deepen their understanding of mathematical concepts. - Implementation of the Cycle of Quality Instruction and monthly PPR walks to provide clear and specific feedback on classroom instruction in order to consistently grow and improve our tier 1 core instruction. -Ensure that instructional modifications are made based on the immediate feedback gained from weekly formative assessments. -Stakeholders will collaborate to reduce **physical and mental health barriers** to learning for all students to ensure optimal growth and development through implementation of Choose Love (SEL Curriculum) at all grade levels. -Encourage **student involvement** in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.	-Use of MAP Data to determine growth over the course of the school year. -Common Assessments and weekly assessments will be used to assess and monitor student mastery towards standards. -RTI data will be used to monitor progress with intervention supports. -KSA data to determine annual growth and achievement for all student groups	MAP data will be analyzed 2 times a year. Common assessments data will be analyzed ongoing. Formative assessment data will be analyzed weekly and biweekly. RTI data will be analyzed every 6-8 weeks. KSA (state assessment) will be analyzed annually.	$50,000

2: Separate Academic Indicator

Goal 2: **By 2025, River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 81.7% as measured by the school report card.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: To increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 67.15% in 2022 as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	-Continue work on implementing, analyzing, and revising our school wide writing plan that is aligned with the writing policy and district writing continuum to ensure consistent, high quality writing instruction across all grade levels. -Collaborate with teachers during PLCs to analyze student writing samples, revise writing scope and sequence as needed, and share conference/feedback strategies to move student writing forward. -Continued implementation of the Smeken's writing framework to align writing across all grade levels, provide ample opportunities for students to build writing fluency, and increase writing across all content areas. -Increase writing opportunities across all grades and all content areas to write for a variety of purposes and increase student confidence in and enjoyment of writing.	-Lesson plans reflecting consistent, focused, writing instruction in all grade levels that is aligned with school policy, writing plan, and Smeken's guided scope and sequence. -Student writing samples indicating well developed writing pieces. -Increased writing scores on KSA	Lesson plans will be monitored and reviewed weekly to ensure writing instruction is being implemented according to school wide writing plan and each grade level scope and sequence. Student writing samples will be analyzed and scored collaboratively during PLCs.	$800

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2022 as measured by the school report card. Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2022 as measured by the school report card.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	-Evidence based strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students. -Formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities. - Ongoing and regular PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards to ensure **equitable access to the curriculum for all students.**	-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions. -Formative and Summative assessments to track growth and progress of all students with disabilities group. -Regular (biweekly) meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model.	RTI data will be reviewed every 6-8 weeks. Formative and summative data will be reviewed weekly and monthly at PLC meetings	$0

4: Growth

Goal 4: **By 2025, River Ridge Elementary will increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 79.3% and for math from 57.3% in 2019 to 78.6% as measured by Measures of Academic Progress (MAP).**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: To increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 62.8% in 2022 as measured by NWEA reports. Objective 2: To increase the percentage of students showing growth on the Spring MAP test for math from 57.3% in 2019 to 61.7% in 2022 as measured by NWEA reports.	KCWP 2: Design and Deliver Instruction	-Continue implementation of a clearly defined RTI school wide process with documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. -Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine student progress as well as tiered intervention needs. -Ensure curricular discussions and adjustments are part of ongoing PLC discussions and include indicators of the cycle of quality instruction. -Ensure ongoing **collaboration with FRC Coordinator** to support families of students in sub groups with home/school connections and individual student success at school. -Continue collaboration in data analysis and student progress towards mastery by analyzing weekly and biweekly standards based assessments to inform instruction. - Enable students to develop leadership roles within the classroom to aide in decreasing off task behaviors to **ensure student safety and discipline** in all classrooms.	MAP data to be reviewed 2 times a year	Teachers and administrators are analyzing weekly/bi-weekly formative and common assessment data aligned to grade level standards in order to adapt instruction and provide needs based learning according to data. Performance Matters is being used to track student progress and provide teachers with a universal tool for data analysis as well as clear opportunities to address deficiencies with standard mastery. Bridges program assessments are used to track student progress in math (gr. K-3) as it relates to standards based mathematical practices.	$1,000

5: Kentucky Impact Survey

Goal 5: **By 2024, River Ridge Elementary will increase the percentage of the adequacy of our school resources from 50% in 2020 to 70% as measured by the Kentucky Impact Survey.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: To increase the percentage of the adequacy of our school resources from 50% in 2020 to 60% in 2022.	KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment KCWP 5: Design, Align, Deliver Support Processes	-Create an Ad Hoc committee to evaluate the current state of our resources, determine school wide needs, and collectively create a plan for increasing amount and quality of resources. -Work with grade level team leads for reading and math to inventory program resources currently being used, determine the effectiveness of those resources, and establish a plan for purchase of relevant and rigorous instructional resources. -Review and share AD Hoc and Team Lead findings with SBDM council to help determine budget needs for the 21-22 school year.	Kentucky Impact Survey Results, 2022	Interim survey on status of resources in Sept. 21 and March, 22.	$0

2021-22 Phase Three: Executive Summary for Schools_10062021_11:48

2021-22 Phase Three: Executive Summary for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

River Ridge Elementary is a large public school serving approximately 1,000 students Preschool through 5th grade from Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse mix of students and families across socio-economic, racial, and ethnic backgrounds. The percentage of students qualifying for free or reduced lunch at River Ridge has steadily increased over the past 3 years and is approximately 50%, which qualifies us as a Title One School. For the 4th year in a row, we have been identified as a CEP school and are eligible to provide free breakfast and lunch every day to all students, due to the high percentage of students on the Free Reduced Lunch Program. In addition, we provide clothing, outerwear, canned goods/non-perishable food, and more through our Family Resource Center. We also offer free dental check-ups and vision screenings to students. We have a very active Parent Teacher Organization who organize and facilitate school wide fundraisers and events to provide technology in our classrooms and engaging events for students and families. We serve approximately 200 students who are considered EL (English Learners) with 25 different spoken languages and over 130 students with disabilities who have an individualized education plan. These sub groups make up 20% of our student population. We currently have 30 students in grades 4 and 5 who have been formally identified as Gifted/Talented in general intelligence, leadership, creativity, language arts, math, science, and/or social studies. A high percentage of our students and families look to RRE as a community resource that offers access to so many services they simply would not otherwise have. In addition to the services listed above is regular access to computers, technology and other 21st century learning tools. Such access is critical because, in our world today, computer knowledge is imperative and children who do not have regular access can fall behind. Indeed, in today's world, access to computer technology is an "initial condition" for academic success because it is a tool that is effective across disciplines, it enhances classroom instruction, and it can make kids more excited about learning. The size, diversity, positive school culture/climate, and community involvement make River Ridge a special and unique place to work and learn every day.

School's Purpose

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.

At River Ridge, we Connect, Grow, and Achieve with Every Child, Every Day (Vision). Our mission is to provide a trusting environment focused on successful experiences for our school community. Our core values are as follows: We make learning fun and meaningful, We provide a safe place for students to learn, We foster genuine connections with students and families, We take responsibility for student academic success, and We celebrate individuality. At RRE, we are a PBIS (Positive Behavior Intervention Supports) school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is Safe. We are intentional with teaching and modeling our expectations throughout all parts of our building and we celebrate success with behaviors and academics in a variety of ways. We have a comprehensive instructional program with a variety of student instructional needs during the day including a differentiated core instructional block and a comprehensive multi tiered system of support for students requiring academic, behavior, and social/emotional interventions. Teachers and students have access to a variety of programs. Through our Tier II and Tier III blocks of instruction, we facilitate intervention groups using programs to address the needs and skill deficits of struggling students in both reading and math. We offer many ways to make meaningful connections with students beyond the classroom through activities and clubs such as: Newsteam, Academic Team, Lego Club, Zumba, Basketball, Student Council, 5th Grade Jobs, EWise, Book Club, Drama Club, Choir, Girls on the Run, and Running Club. These opportunities are intended to provide students with extra curricular activities beyond the school day to further develop skills, behaviors, and beliefs related to creating well-rounded students. In addition, through extensive support from our PTO (parent teacher organization) we have made significant efforts to increase technological resources in a sustained effort to become a one to one school. We have also joined a district wide initiative to become a 1:1 school through financial contributions to a long range, systemic plan that involves the purchase, implementation, and maintenance of a 1:1 program. Technology will allow our teachers to consistently utilize online resources, web applications, and other tools in a way that complements the curriculum, enhances and expands upon the educational content being taught, builds upon student enthusiasm, and maximizes individual student learning. The importance of providing students in today's classrooms with current, fully equipped, and accessible technology cannot be overstated because doing so is shown to boost test scores and provide a greater degree of preparedness for high school and beyond.

Notable Achievements and Areas of Improvement

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.

In 2016, River Ridge earned the distinction of being a Proficient school. In 2017, we did not receive an overall score, yet we increased our scores in each tested area from 2016. River Ridge was classified a Proficient school by our school district. With the change in our state accountability system, we did not receive an overall proficiency classification for 2018. However, data analysis indicates achievement levels above the state average in all tested areas (top 21% in the state), a growth score ranking in the top 13% in the state, a science score in the top 7% in the state, and significant growth with our EL student population placing us in the top 10% in the state for EL student proficiency. We were classified as a TSI school due to a low percentage of our students with disabilities scoring at a proficient level overall. In 2019, the state accountability system changed again and all schools were designated a star rating based on performance levels in Proficiency (Reading and Math), Separate Academic Indicator (Science, Social Studies, Writing), and Growth (Reading, Math, Access). River Ridge received a 4 star rating and was designated a high performing school. We scored above the state average in all tested areas with notable growth in writing performance with an increase of over 15% from the previous year. Our Social Studies score increased overall by almost 12% and our Science score maintained with only a 1% decrease. An area of improvement going forward is to increase our overall proficiency in reading and math for all students. In 2019, our overall reading and math proficiency decreased by almost 5% for each content area. Additionally, we will continue to work on increasing proficiency levels for our students with disabilities as our overall proficiency is below the state average for this sub group population. Due to COVID-19 and NTI, the Kentucky state assessment was not administered in the spring of 2020. Therefore, no state data is available at this time to compare/analyze our progress through last year. In 2021, we administered the state assessment and as expected due to the pandemic and online learning, our overall proficiency dropped significantly in each tested area. We did however, score above the state average in all areas. Going forward, MAP data, along with formative and summative data taken by teachers, indicates the need for a continued focus on overall reading and math proficiency. We will also continue to place focus on the achievement of our students with disabilities as well as our EL student population. Three years ago, we saw a significant increase in our writing proficiency scores; however our scores decreased with the pandemic so we will strive to get those scores back up to where they were in 2019.

Additional Information

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

Additional Information

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

River Ridge Elementary School takes great pride in making school meaningful and memorable for all students. Our instructional practices allow for consistency among all grade levels and with all students. Expectations are high for staff and students, yet motivating through academic goal setting and celebrating success and growth. River Ridge has very involved parents and a wonderful PTO, who plans annual events for students and families to enhance our overall school culture as well as to make significant financial contributions to aide in our goal of ensuring 21st century learning opportunities for all students. Our Family Resource Center Coordinator helps in working with our diverse population and reducing barriers to learning in many ways, specifically with the programs such as All Pro Dads and MVP Moms. River Ridge Elementary, although a very large school with a diverse array of needs, successfully comes together as a learning community dedicated to the education and well-being of the 1,000 students we serve.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11022021_11:04

2021-22 Phase Three: Professional Development Plan for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

At River Ridge, we Connect, Grow, and Achieve with every child, every day. Our mission is to provide a trusting environment focused on successful experiences for our school community. Our core values are as follows: We make learning fun and meaningful, We provide a safe place for students to learn, We foster genuine connections with students and families, We take responsibility for student academic success, and We celebrate individuality.

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?

Our top two priorities for professional development that support continuous improvement per the needs assessment are general academics in Reading and Math.

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

Our school goals are as follows: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 81% in 2025 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 79% in 2025 as measured by the school report card. By 2025, River Ridge Elementary will increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 79.3% and for math from 57.3% in 2019 to 78.6% as measured by Measures of Academic Progress (MAP). Ongoing , continuous analysis of formative assessment, common assessment, and state data supports the need to focus improvement efforts on increasing mastery of ELA and Math KCAS standards in order to satisfy the expectations embedded within our school's 21-22 trajectory goals.

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.

For reading, we will increase our percentage of students scoring proficient and distinguished from 61.5% in 2019 to 65.3% in 2022 as measured by the school report card. To help achieve this objective, teachers collaborate with teams twice weekly to analyze student assessment data to determine instructional areas of focus and revision. Administration conducts PPR walks each month on 100% of teachers to provide instructional feedback for reinforcement and recommendations. Ongoing implementation of effective literacy stations that build independent readers with targeted and engaging learning opportunities will occurs in our primary grades. Vertical collaboration on comprehension strategies with

varying and appropriate text complexity and rigorous formative assessments will take place with our teachers in grades 3-5.

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

The intended results of these specific objectives include increased student achievement in reading and increased teacher efficacy with reading instruction.

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.

Indicators of success will include MAP assessment data (2 times a year), common assessment data for reading, and weekly formative assessment data taken on mastery of grade level standards. A school wide data dashboard has been created to track and monitor all formative and summative data. Data will be monitored and discussed in weekly admin data meetings and follow up will be provided to teachers on strategies to address deficit areas as defined by the data.

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

Teachers and students

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

Teachers, students, principals

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

Funding for vertical collaboration, time to analyze data, resources to assist with creating rigorous formative assessments

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

Teams will meet weekly to analyze data and discuss progress. Ongoing follow up with staff to monitor progress towards overall goals and provide feedback on instruction.

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.

Progress towards goal will be tracked using ongoing (weekly) formative assessment data, Common Assessment data taken each trimester, MAP data taken 2 times a year, and state assessment data taken annually.

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.

For math, we will increase our percentage of students scoring proficient and distinguished from 58.3% in 2019 to 62.5% in 2022 as measured by the school report card. To help achieve this objective, teachers collaborate with teams twice weekly to analyze student assessment data to determine instructional areas of focus and revision. Administration conducts PPR walks each month on 100% of teachers to provide instructional feedback for reinforcement and recommendations. We have adopted and are implementing a research based math curriculum, Bridges, in grades K-3 with the goal in extend implementation into grades 4 and 5 next year. The Bridge's curriculum places heavy emphasis on instruction that aims to deepen understanding of mathematical concepts with teaching and refining student ability to solve complex and novel problems. The long term goal is to develop a strong number sense with our students ultimately enabling them to reach math proficiency.

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

The intended results of these specific objectives include increased student achievement in math and increased teacher efficacy with math instruction.

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.

Indicators of success will include MAP assessment data (2 times a year), common assessment data for math, and weekly formative assessment data taken on mastery of grade level standards. A school wide data dashboard has been created to track and monitor all formative and summative data. Data will be monitored and discussed in weekly admin data meetings and follow up will be provided to teachers on strategies to address deficit areas as defined by the data.

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

Teachers and students

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

Teachers, students, principals

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

Time to analyze data, program materials, funds for vertical and horizontal teacher collaboration

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

Teams will meet with administration during PLCs to analyze data and discuss progress. Ongoing follow up with staff to monitor progress towards overall goals and provide feedback on instruction through program implementation checks.

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.

Progress towards goal will be tracked using ongoing (weekly) formative assessment data, Common Assessment data taken each trimester, MAP data taken 2 times a year, and state assessment data taken annually. Implementation checks will be conducted monthly to ensure program fidelity and success.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09172021_11:00

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Dan Schacherer 9/17/21

2021-22 Phase Two: The Needs Assessment for Schools_10192021_09:46

2021-22 Phase Two: The Needs Assessment for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3
Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our Team utilizes Common Assessment Data, Weekly Formative Assessment Data, MAP diagnostic data, Reading and Math RTI data and Brigance Data. Data review and analysis occurs weekly in multiple settings. The Administration Team reviews data during weekly admin meetings as well as during District Curriculum, Instruction and Assessment Meetings. This data is also shared with the entire faculty, grade specific teachers through PLC's, and with the SBDM council on a regular basis. In addition, specific student data is analyzed during weekly PLC grade level meetings and Special Education PLC's. Students identified for interventions and appropriate data is reviewed weekly at MTSS meetings, which includes school

admin team, primary and intermediate interventionists, school counselor, school psychologist, lead special education teacher and school/district RBTL interventionists.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Percentage for students scoring proficient in Spring MAP Reading (50th percentile & higher) reduced from 72.69% in 2019-20 to 66.44% in 2020-21. The percentage for students scoring proficient in Spring MAP Math (50th percentile & higher) reduced from 74.35% in 2019-20 to 60.19% in 2020-21. The total number of behavior referrals reduced from 115 in 2019-20 to 38 in 2020-21, with the highest category being bus referrals (reduced from 35 in 2019-20 to 27 in 2020-21)

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

57.2% of our students scored P/D on KPREP Math compared to the state average of 31.4%. 52.1% of our students scored P/D on KPREP Reading compared to the state average of 39.5%. 91.3% of our students scored P/D on KPREP Writing compared to

the state average of 39.8%. 38.7% of our students scored P/D on KPREP Science compared to the state average of 25.1%. 76.4% of Ryland Heights students were determined Kindergarten Ready through the 20-21 Brigance Assessment compared to the state average of 53.1%. According to Quality Control Survey results 99% of students responded that their teacher makes them feel welcome in their class. According to Quality Control Survey results 98% of students say that adults at Ryland Heights give them what they need to be successful.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

52% of assessed students scored P/D on the 20-21 KPREP, which was a decrease of 15.6% from 18-19 KPREP (67.6%). 11.9% increase in percentage of students scoring Novice on the KPREP Reading from 10.3% in 18-19 to 22.2% in 20-21. 7.2% increase in percentage of students scoring Novice on the KPREP Math from 8.3% in 18-19 to 15.5% in 20-21. 35% of economically disadvantaged students scored P/D on KPREP Reading as compared to 61.7% for non-economically disadvantaged. 35.4% of economically disadvantaged students scored P/D on KPREP Math as compared to 69.5% for non-economically disadvantaged. 34.4% of students with disabilities (IEP) scored P/D on KPREP Reading as compared to 55% for students without disabilities. 31.3% of students with disabilities (IEP) scored P/D on KPREP Math as compared to 61.7% for students without disabilities.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The percentage of students scoring P/D in Writing increased 28.2% from 63.2% in 18-19 to 91.4% in 20-21. 43.2% Distinguished in Writing (35.8% increase from 18-19); 2.5% Novice in Writing (13.3% decrease from 18-19). The percentage of students scoring Distinguished in Math increased 5.8% from 23.7% in 18-19 to 29.5% in 20-21. The percentage of students scoring P/D in Science increased 1.2% from 37.5% in 18-19 to 38.7% in 20-21.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

Ryland Heights Elementary will continue to focus on utilizing systems in place to ensure that teachers have lessons focused on standards while utilizing the cycle of quality instruction. Additionally, Ryland Heights will continue to conduct weekly teacher-led PLCs, focused on assessment data analysis and implementing appropriate interventions through our MTSS framework.

ATTACHMENTS

Attachment Name

School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
School Key Elements		• 6

Key Elements of the Teaching and Learning Environment – Ryland Heights Elementary

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	1. Weekly PLC's- Weekly teacher-led PLCs that focus on data analysis and standards-based planning and instructional strategies. 2. Analysis of both formative and summative assessments directly tied to grade level standards. We utilize a combination of grade level data dashboards and our learning management system, Performance Matters. 3. All teachers participate in school-level and district professional development opportunities that focus on deepening knowledge of their grade level standards and building assessments that assess students understanding to the intended depth of the standard.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	1. Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle that with feedback centered on the Kenton County Quality Instruction Rubric for best instructional practices. 2. Multi-Tiered Support System (MTSS) is in place. Weekly meetings to ensure all intervention goals are targeted at each students identified deficits and instructional practices will decrease learning gaps and increase student achievement. 3. Teacher accountability to lesson plans that focus on standards, utilize the cycle of quality

	instruction and demonstrate best practices for all students.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	1. Administration and staff follow the KCSD Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment for Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2. Weekly formative assessments are administered and tracked on grade level data dashboards and District Common Assessments are implemented with fidelity and recorded in Performance Matters data dashboard. 3. Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs, MTSS meetings to analyze data and make informed instructional decisions.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	1. Weekly grade level teacher-led PLCs use formative and summative assessment data to identify mastery of standards and skill deficits. In addition, teachers identify next steps which include the standard or students for remediation and determine adjustment/revision of instructional strategies that will be utilized. 2. Weekly MTSS meetings that focus on students identified for

	interventions. The MTSS team reviews and analyzes progress data and makes adjustments to specific intervention plans based on this data. 3. Additional SPED PLCs, focused on reviewing and analyzing progress monitoring data. Team members intentionally adjust/revise instructional strategies based on this data.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	1. We utilize Performance Matters as our Learning Management System to tracks standard based mastery for all students across all contents as well as MAP diagnostic data. 2. Grade level Data Dashboards to track weekly formative assessments, as well as additional diagnostic data such as Sight Words, RI, PI, Dibels, etc. 3. School Special Education Dashboard to track students making progress on IEP goals. 4. District Data Dashboard to track Common Assessment Data, MAP Data, MTSS data, Attendance, Behavior and SPED Compliance Data not only for Ryland Heights Elementary but also to compare throughout the Kenton County School District
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	1. School-wide pennant celebrations for classes and grade levels that reach 75% proficiency on assessments. 2. Weekly SEL lessons to focus on students' social emotional well-being and identify needs 3. Teach expectations and student behavior through PBIS strategies across all settings.

	4. All students have an adult advocate. 5. Administer Student Climate Survey and Staff surveys to identify strengths of school culture and areas for improvement. 6. Community Engagement and Partnerships with families and organizations.

2021-22 Phase Two: School Assurances_10212021_10:40

2021-22 Phase Two: School Assurances

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

2. 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

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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.

o Yes
o No
● **N/A**

COMMENTS

26. 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.

o Yes
o No
● **N/A**

COMMENTS

27. 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.

o Yes
o No
● **N/A**

COMMENTS

28. 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.

o Yes
o No
● **N/A**

COMMENTS

29. 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.

o Yes
o No
● **N/A**

COMMENTS

30. 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.

o Yes
o No
● **N/A**

COMMENTS

31. 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.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

o Yes
o No
● **N/A**

COMMENTS

33. 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.

o Yes
o No
● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10212021_10:50

2021-22 Phase Two: School Safety Report

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, on July 29th, 2021

8. 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, on August 12th, 2021

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11242021_11:32

2021-2022 Phase Three: Comprehensive School Improvement Plan

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

N/A

ATTACHMENTS

Attachment Name

Goal Builder

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Goal Builder		•

Updated May 2021

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

Goal 1: Increase the reading proficiency score from 67.6% in 2019 to 83.8% in 2024 and the math proficiency score from 58.9% in 2019 to 79.45% in 2024 as measured by school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the reading proficiency score from 67.6% in 2019 to 77.32% in 2022 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Students Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on students which need additional supports, Monthly classroom walks to provide coaching feedback to teachers regarding effective instructional strategies in the classroom.	N/A
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of Performance Matters, District Data Dashboard and Grade Level Data Dashboards, MAP Data, Common Assessment and Friday Assessment Data, RI assessment results, iRead in grades K-2 to determine student growth	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets,	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A

Goal 1: Increase the reading proficiency score from 67.6% in 2019 to 83.8% in 2024 and the math proficiency score from 58.9% in 2019 to 79.45% in 2024 as measured by school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			instruction, formative assessments and weekly assessments		
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A
Objective 2 Increase the math proficiency score from 58.9% in 2019 to 71.23% in 2022 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Students Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on students which need additional supports, Monthly classroom walks to provide coaching feedback to teachers regarding effective instructional strategies in the classroom.	N/A
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of Performance Matters, District Data Dashboard and Grade Level Data Dashboards, MAP Data, Common Assessment and Friday Assessment Data, RI assessment results, iRead in grades K-2 to	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A

Goal 1: Increase the reading proficiency score from 67.6% in 2019 to 83.8% in 2024 and the math proficiency score from 58.9% in 2019 to 79.45% in 2024 as measured by school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			determine student growth		
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative assessments and weekly assessments	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A

Goal 2: To increase the science proficiency from 37.5% in 2019 to 68.75% in 2024 as measured by the KSA and to increase the social studies proficiency from 64.2% in 2019 to 82.1% in 2024 as measured by the KSA.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 To increase the science KSA proficiency from 37.5% in 2019 to 47.6% in 2022.	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Implementation of the LAUNCH program, ongoing discussion and refinement of science alignment with collaboration between grade level teachers and LAUNCH teacher to ensure coverage and reinforcement of science standards	Classroom walks, Student progress on teacher created assessments	N/A
	KCWP 6: Establishing Learning Culture and Environment	Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school	Participation in District Science Cohort to strengthen understanding of science standards and best practices for instruction.	Professional Development Offerings, Review of student progress using science data during PLC's	N/A
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and weekly review of teacher lesson plans	N/A

Goal 2: To increase the science proficiency from 37.5% in 2019 to 68.75% in 2024 as measured by the KSA and to increase the social studies proficiency from 64.2% in 2019 to 82.1% in 2024 as measured by the KSA.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A
Objective 2 To increase the social studies KSA proficiency from 64.2% in 2019 to 67.7% in 2022.	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Weekly PLC discussions regarding student progress on science assessments. Discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness	N/A
		Ensure that all users of assessment data use information to benefit student learning.	Discussion of plan to address areas of weakness as seen on weekly assessments.	PLC's following social studies assessments	N/A
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and teacher lesson plans	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular	Increase in effective utilization of flashbacks, re-teaching	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

Goal 2: To increase the science proficiency from 37.5% in 2019 to 68.75% in 2024 as measured by the KSA and to increase the social studies proficiency from 64.2% in 2019 to 82.1% in 2024 as measured by the KSA.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		adjustments when students fail to meet mastery.	and wrong answer analysis to increase student understanding		

1. Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the reading KSA proficiency for students with disabilities from 45.7% in 2019 to 61.99% in 2022.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessments, MAP Assessment, RI/PI data, and utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports	N/A
		Plan for and implement active student engagement strategies.	Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Assessment data indicating standards mastery for grades 3-5, MAP Data, IEP Progress Monitoring Data, Data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			analysis tools in grades K-2	students with disabilities and weekly review of IEP progress monitoring data during weekly special education PLC's	
		Use classroom assessments to inform teacher's instructional decisions.	Assessment data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
	KCWP 4: Review, Analyze and Apply Data	Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
		Assure consideration and addressment of non-academic barriers to learning.	Increase in student achievement through effectively identifying and addressing individual student needs and barriers.	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	N/A
Objective 2 To increase the math KSA proficiency for students with	KCWP 6: Establishing Learning Culture and Environment	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Decrease in student misbehavior, increase in student academic performance	Clear expectations for students based on school wide PBIS expectations and monthly review of office referrals, individualized behavior plans for	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
disabilities from 30.4% in 2019 to 51.28% in 2022.				students with Tier 2 and Tier 3 behavior needs and regular review of data to determine student progress through MTSS meetings.	

Goal 4: By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 68.17% in Fall of 2021 to 70.69%; and for math from 69.6% in Fall 2021 to 72.1%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of all students showing growth in MAP for reading from 68.17% in Fall 2021 to 70.69% in Fall 2022.	KCWP 1: Design and Deploy Standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	Progress monitoring, Classroom Assessment Data	MTSS Committee Meetings to review progress and adjustments needed for students with regards to interventions.	N/A
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi-Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments	N/A
Objective 2 Increase the percentage of all students showing growth in MAP for math from 69.60% in Fall 2021 to 72.1% in Fall 2022.	KCWP4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessments	Weekly PLC's and MTSS Committee Meetings	N/A

Impact Survey

Goal 5: By 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 71%, according to the Impact Survey.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2022, increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 56%, according to the Impact Survey.	KCWP 6: Establishing Learning Culture and Environment	Collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	Proficiency Celebrations with individual classrooms and grade levels when 70% of students reach proficiency or better on an assessment. Utilization of Tiger Pride Proficiency Pennants to recognize achievement.	Weekly PLC's utilizing data dashboard, assessment results, Proficiency Pennants	N/A
	KCWP 6: Establishing Learning Culture and Environment	Adopt a district/school-wide system or initiative to build character development.	Team Shout Outs - Incorporate weekly recognition and celebration for staff members; Friday Treats – Administration delivers treats at end of the week and gives appreciation for each staff member's efforts that week.	Bi-annual staff working environment survey	N/A
	KCWP 6: Establishing Learning Culture and Environment	Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school.	Incorporating new faculty meeting format that empowers teachers as leaders to have decisions for their professional	Staff feedback on exit slip (Google Form) at conclusion of each faculty meeting Bi-annual staff working environment survey	N/A

Goal 5: By 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 71%, according to the Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			development experiences and to provide their input regarding upcoming opportunities.		

2021-22 Phase Three: Executive Summary for Schools_11242021_09:55

2021-22 Phase Three: Executive Summary for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

The Kenton County School District includes eleven elementary schools and has a population of over 14,500 students. Ryland Heights Elementary is one of the southernmost elementary schools in the district. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. With students from several different communities, we have a variety of barriers that our students and families face. Our building was built in 1960 and was renovated in 1994 to add a gym and a media center. The building just went through another renovation in 2020 to incorporate more safety features, such as a secure vestibule and main office entrance, security cameras and a more secure key system. Ryland Heights Elementary is undergoing an additional renovation in the 2021-22 school year to remove all mobile classroom units, add classrooms to the building and update the kitchen/cafeteria space. Additionally, Ryland Heights Elementary has continued to prioritize technology for our students and have successfully transitioned to becoming a 1:1 school, with all students having a chrome book to utilize during instruction.

School's Purpose

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.

The mission of Ryland Heights Elementary School is to provide a strong foundation of academic, behavioral and social skills that will ensure students are prepared for a successful transition to middle school and beyond. We believe that all students can learn and grow daily, and we strive to have high expectations and provide rigorous learning opportunities for all students. We also believe that all students are unique and learn differently; therefore, we provide a variety of opportunities and resources for needs based instruction and interventions to meet students where they are and help them learn and grow. In order to help our students achieve their fullest potential, we create a culture and belief that a Team consisting of parents & guardians, educators, students, and the community is key.

Notable Achievements and Areas of Improvement

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.

Ryland Heights Elementary students scored well above the state average in all assessed areas on the 2020-21 state assessment. Most notably, Ryland students achieved a score of 91.4% P/D in On-demand Writing which was a 28.2% gain from 2018-19 state testing and also highest in the district. According to Quality Control Survey results 99% of students responded that their teacher makes them feel welcome in their class. and 98% of students say that adults at Ryland Heights give them what they need to be successful. Moving forward in the 2021-22 school year and beyond, we will continue to focus on meeting the needs of our students with disabilities as well as our economically disadvantaged students.

Additional Information

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

Additional Information

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

At Ryland Heights Elementary School, we know that the key to student success is holding high expectations for all students and providing them with a rigorous and engaging learning opportunity each and every day. We take great pride in building positive relationships with our students and maintaining a safe, nurturing learning environment every day. All of these factors contribute to create a love for learning within our students. Daily encouragement for our students to reach their fullest potential will enable us to prepare them for the transition to middle school and all opportunities that come their way throughout their educational career and beyond.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11302021_09:00

2021-22 Phase Three: Professional Development Plan for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of the Ryland Heights Elementary is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy.

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?

The top two priorities for Ryland Heights Elementary are to improve designing and delivering both literacy and math instruction to positively impact special education students.

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

Improving literacy and math instruction to impact special education students directly relates to the school Gap goal of increasing the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2019 to 61.55% in 2023 as measured by school report card proficiency data.

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.

For the first priority need the specific objectives are for all teachers in all content areas to improve delivery of literacy instructional strategies to positively impact all students and more specifically, students with disabilities. The one year objective is to improve proficiency to 77.32% in 2022. Long term changes that need to occur would be to have this student group achieve the goal of 83.8% proficiency in 2024. Short term changes are to monitor student progress and ensure there is a culture of inclusion throughout the entire school.

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

The intended results are for every teacher Ryland Heights to understand and incorporate best practices with delivery of literacy instruction. These literacy instructional strategies will be expected to be incorporated into all content areas in all grade levels. Additionally, the expectation is that all educators at Ryland Heights Elementary believe in a culture of inclusion that focuses on the needs of ALL learners. As a school, we will see an increase in students with disabilities scoring proficient or distinguished on weekly assessments, common assessments and the Kentucky Summative Assessment.

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.

Indicators of success include an increase in proficient and distinguished scores in the area of Reading for students with disabilities on weekly assessments, common assessments and the Kentucky Summative Assessment. Additionally, individual students will demonstrate continuous growth on the Reading MAP assessment. Grade level teams at Ryland Heights Elementary will monitor and celebrate student growth and success on a weekly basis, utilizing triangulated data on grade level data dashboards and within the LMS Performance Matters.

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

The targeted audience for the professional development is all teachers from all content areas at Ryland Heights Elementary.

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

Both students and teachers will be positively impacted by this component of professional development. Students will benefit from improved literacy instructional strategies that will increase learning and positively impact their reading achievement. Teachers will benefit by gaining new skills and knowledge of literacy instructional strategies.

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

The resources that will be needed will be the time that will be needed for delivery of the professional development activities and the expertise of district literacy consultants. Additionally, there will be time allocated during weekly PLCs to review data and the impacts of the delivery of these new instructional strategies.

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

Ongoing supports will include follow up training during PLCs and delivery of additional best practice literacy strategies during faculty meeting sessions. Additionally, individual support will be provided to teachers as needed by evidence based on administrative classroom walks.

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.

The professional development will be monitored by the evidence of the training occurring as planned by PLC and Faculty Meeting agendas, as well as review of student assessment data during PLCs. Pre and Post surveys will be administered during the training process to gauge teachers' perception on the overall benefit and effectiveness of the professional development. Additionally, the administrative team will collect classroom walk and observation feedback to monitor implementation.

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.

For the first priority need the specific objectives are for all teachers responsible for math content to improve delivery of math instructional strategies to positively impact all students and more specifically, students with disabilities. The one year objective is to improve proficiency to 71.23% in 2022. Long term changes that need to occur would be to have this student group achieve the goal of 79.45% proficiency in 2024. Short term changes are to monitor student progress and ensure there is a culture of inclusion throughout the entire school.

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

The intended results are for every teacher responsible for math content at Ryland Heights to understand and incorporate best practices with delivery of math instruction. These math instructional strategies will be expected to be incorporated into all grade levels. Additionally, the expectation is that all educators at Ryland Heights Elementary believe in a culture of inclusion that focuses on the needs of ALL learners. As a school, we will see an increase in students with disabilities scoring proficient or distinguished on weekly assessments, common assessments and the Kentucky Summative Assessment.

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.

Indicators of success include an increase in proficient and distinguished scores in the area of Math for students with disabilities on weekly assessments, common assessments and the Kentucky Summative Assessment. Additionally, individual

students will demonstrate continuous growth on the Reading MAP assessment. Grade level teams at Ryland Heights Elementary will monitor and celebrate student growth and success on a weekly basis, utilizing triangulated data on grade level data dashboards and within the LMS Performance Matters.

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

The targeted audience for the professional development is all teachers responsible for delivering math instruction at Ryland Heights Elementary.

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

Both students and teachers will be positively impacted by this component of professional development. Students will benefit from improved math instructional strategies that will increase learning and positively impact their math achievement. Teachers will benefit by gaining new skills and knowledge of math instructional strategies.

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

The resources that will be needed will be the time that will be needed for delivery of the professional development activities and the expertise of district math consultants. Additionally, there will be time allocated during weekly PLCs to review data and the impacts of the delivery of these new instructional strategies.

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

Ongoing supports will include follow up training during PLCs and delivery of additional best practice math strategies during faculty meeting sessions. Additionally, individual support will be provided to teachers as needed by evidence based on administrative classroom walks.

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.

The professional development will be monitored by the evidence of the training occurring as planned by PLC and Faculty Meeting agendas, as well as review of student assessment data during PLCs. Pre and Post surveys will be administered during the training process to gauge teachers' perception on the overall benefit and effectiveness of the professional development. Additionally, the administrative team will collect classroom walk and observation feedback to monitor implementation.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09242021_16:13

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Carrie Holloway 9/24/21

2021-22 Phase Two: The Needs Assessment for Schools_10132021_10:04

2021-22 Phase Two: The Needs Assessment for Schools

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3
Attachment Summary 9

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

At Taylor Mill Elementary, our SBDM Council, Teacher Leader team, grade level Professional Learning Communities, and all staff is involved in reviewing, analyzing, and applying data results to determine priorities from this year's needs assessment. We reviewed last year's end of the year data at the beginning of the new school year to review where students ended prior to summer break. We then analyze initial results of MAP, DIBELS, Reading Inventory benchmarking in September/October in PLCs and afterschool meetings. Benchmarking data is documented in grade level data dashboards and meeting discussions are document in PLC agendas/notes. Strategies and plans are created for next steps in student instruction. Yearly state

assessment data is reviewed and analyzed in October at afterschool meetings as well as with the school's Site Based Council. Data is used to create instructional plans for groups of students focused on student growth. Teachers meet weekly in PLCs to review and analyze student data on weekly Common Formative Assessments (CFAs) as well as on District Common Summative Assessments. Results from CFAs are reviewed weekly and teachers use results to make changes to instruction. Results from District Common Assessments are reviewed after each unit of instruction to determine which students mastered which standards and how to use needs based instruction to reteach standards to students who did not master the standards. Results from District Common Assessments are reviewed in Performance Matters and plans are documented in PLC agenda/notes. Comparison data from District Common Assessments are reviewed with teachers in PLCs. Spring MAP, DIBELS and Reading Inventory benchmarking results are reviewed in April/May with a focus on student growth over the school year. The school's Multi-tiered System of Support Team (MTSS) meets weekly to review student concerns, to create plans for struggling students and review Response to Intervention (RTI) data for students receiving Tier II and Tier III interventions. Teachers regularly submit progress monitoring data for review and feedback. End of Round meetings are held every 6-10 weeks depending on the Tier level to review student progress and make any changes in intervention plans. The PBIS team meets monthly to review discipline data and review expectations. Discipline and attendance data are shared with staff monthly to compare with previous years.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

On 2018-19 KPREP 56.7% of students were Proficient/Distinguished in Reading, 30.5% of students with disabilities were Proficient/Distinguished. On 2020-21 KPREP 44.9% of students were Proficient/Distinguished in Reading, 22% of students with disabilities were Proficient/Distinguished. Taylor Mill Elementary saw a decrease in both of these areas. On 2018-19 KPREP 61.5% of students were Proficient/ Distinguished in Math, 26.1% of students with disabilities were Proficient/ Distinguished. On 2020-21 KPREP 52.5% of students were Proficient/Distinguished in Math, 34.1% of students with disabilities were Proficient/Distinguished. Overall,

Taylor Mill Elementary saw a decrease in the number of students Proficient/ Distinguished but saw an increase in the number of students with disabilities scoring Proficient/Distinguished. Fall 2019-Winter 2020 MAP Growth in Math, 65.2% of students met or exceeded typical growth. From Fall 2020 to Spring 2021 Math, 61% of students met or exceeded typical growth. Fall 2019-Winter 2020 MAP Growth in Reading, 60.7% of students met or exceeded typical growth. From Fall 2020 to Spring 2021 Reading, 59.1% of students met or exceeded typical growth. Taylor Mill Elementary saw a 4% decrease in the percentage of students achieving Math Growth in MAP but saw just 1.6% decrease in the percentage of students achieving Reading Growth in MAP.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- 48.7% of students were Proficient/Distinguished in Reading and Math combined on Spring 2021 KPREP - 44.9% of students were Proficient/Distinguished in Reading on Spring 2021 KPREP which includes 32.1% of 3rd graders, 51.5% of 4th graders, and 48.1% of 5th graders. This is below the district average but above the state average. -52.5% of students were Proficient/Distinguished in Math on Spring 2021 KPREP which includes 47.2% of 3rd graders, 57.6% of 4th graders, and 51.9% of 5th graders. This is above the district and state average. -On the 2020 Impact survey given to teachers, 76% of staff rated the school positively in the area of Educating All Students. When looking at areas for growth for our school, 37% of staff rated the school positively in the area of Feedback and Coaching and 38% of staff rated the school positively in the area of Managing Student Behavior. - Combined Science and Writing scores on Spring 2021 KPREP showed that 54.5% of students were Proficient/Distinguished with 47% scoring Proficient/Distinguished in Science and

62% scoring Proficient/Distinguished in Writing. Science was above both the district and state average. Writing was below the district average but above the state average. - Combined Reading and Math KPREP proficiency of students with disabilities was 28.05% in Spring 2021 with students performing better in Math (34.1%) than in Reading (22%). For Reading, this was below both the state and district average. - Fall 2020-Fall 2021 MAP Math data shows the percentage of students showing growth at 61.8% - Fall 2020-Fall 2021 MAP Reading data shows the percentage of students showing growth at 60.8% -2020-21 Literacy Transition Readiness showed that 65.52% of Taylor Mill Elementary 3rd graders were reading on grade level based on MAP Reading data and Lexile level determined by the Scholastic Reading Inventory. This was below the district average of 67.21%. -On the 2020 Impact survey given to teachers, 76% of staff rated the school positively in the area of Educating All Students. When looking at areas for growth for our school, 37% of staff rated the school positively in the area of Feedback and Coaching and 38% of staff rated the school positively in the area of Managing Student Behavior. -On the student survey given on the 2021 KPREP Assessment, between 92-96% of students felt like their school is a caring place, that they feel a part of their school, and that all of their teachers make them feel welcome in class. These areas were the highest rated responses on the student survey and present evidence of the overall culture and climate of the school. Overall, students felt good about the work they did during NTI and felt supported by their teachers while they worked from home. Areas identified for teacher reflection and work on through our PBIS/SEL Committee would include reflecting on the students' perceptions about "All students are treated the same if they break school rules" and "Adults from my school stay calm when dealing with bad behavior". Between 24-26% of students disagreed with those statements. As we continue to work on creating a safe, fair, engaging learning environment for all students, these are areas that we will work to continue to improve upon.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

According to 2021 KPREP data and MAP data, reading is a priority area for Taylor Mill Elementary with 44.9% of students scoring Proficient/Distinguished in KPREP

Reading and 61% of students showing growth in Reading MAP. The percentage of students with disabilities scoring Proficient/Distinguished in KPREP Reading was 22% which was below both the state and district average. The percentage of economically disadvantaged students scoring Proficient/Distinguished was 31.2% which was just slightly above the state average but below the district average. According to 2021 KPREP data and MAP data, 4th grade math is a priority area for Taylor Mill Elementary with 47.2% of students scoring Proficient/Distinguished in KPREP MAP in the 3rd grade. This grade level showed above the school average growth on Math MAP with 63% of students showing growth from Fall 2020 to Fall 2021 compared to the school average of 61.8%. Common assessment data and common formative assessment data will be monitored throughout the school to help in identifying other areas of concern.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

On 2021 Spring KPREP, Math for grades 4th and 5th was a strength with 57.6% of students in 4th grade and 51.9% of students in 5th grade scoring Proficient/ Distinguished. Both of these grade levels were above the state and district average. On 2021 Spring KPREP, Science scores for 4th graders was a strength with 47% of students scoring Proficient/Distinguished, which was above both the district and state average.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

Taylor Mill Elementary will continue to work in PLCs and in faculty meetings to review, refine, and provide necessary supports. The areas we are focusing on is including high level tasks in every classroom, every subject, every day. This ensures the use of learning targets, student engagement strategies, formative assessment, and students receiving feedback from teachers. Teachers use a schoolwide common formative assessment reflection system that includes reflection on instructional strategies as well as identification of students who need additional support. Taylor Mill continues to work on improvements to our MTSS system to systemically analyze data to ensure that research based interventions are in place for students who are performing below grade level. We will continue our focus on high expectations while valuing positive relationships with students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
TM 2021 School Key Elements		

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Grade level teachers participate in summer professional development on standards deconstruction, common assessment revisions, and the creation of banks of items for common formative assessments. Teachers use weekly PLCs to preview assessments and revise to increase rigor as well as to ensure that questions are meeting the intent of the standards.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	All teachers follow district created timelines and units. These have been created with teacher input and consultant support. Research based interventions are in place for students who need them. Tier I instruction is ensured through the use of the district timeline and district common assessments. Data from common assessments are reviewed and compared to other schools in the district to determine areas of strength and standards that need re-teaching.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	All students receive weekly common formative assessments in reading and math. Teacher design common tasks for all subject areas and compare student products and results. Teachers use KY Through Course Tasks for science in all grade levels. All grade levels use district wide common assessments and analyze the results of these to improve instruction and ensure that student needs are being met.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Formative and summative data on common assessments are reviewed across grade levels in weekly PLCs. Teachers complete reflection sheets, identifying strengths/areas of growth, as well as percentage of students meeting goal. Faculty Meetings are used to analyze MAP/KPREP as well as other benchmarking

	data. MAP data is reviewed and analyzed after fall and spring benchmarking. KPREP data is analyzed in the fall to reflect on student performance from the previous school year. Students in grades K-3 have DIBELS data as well as Scholastic Reading Foundational and Reading Inventory scores that are analyzed to help determine if a student is need of academic intervention.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	PLCs are held twice weekly to review common formative and summative data. MTSS data is reviewed every 6-10 weeks to determine progress on interventions that are in place.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Taylor Mill Elementary uses PBIS to help students understand and develop their understanding of rules as well as how their behavior impacts others. Students participate in morning meetings daily to create a nurturing learning community. Classroom guidance and SEL lessons are used to support the character development of all students.

2021-22 Phase Two: School Assurances_10132021_09:57

2021-22 Phase Two: School Assurances

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

2. 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

Title I Programs

3. 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**

o No
o N/A

COMMENTS

4. 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**
o No
o N/A

COMMENTS

5. 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**
o No
o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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)).

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

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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

23. 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

24. 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

25. 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.

o Yes
o No
● N/A
COMMENTS

26. 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.

o Yes
o No
● N/A
COMMENTS

27. 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.

o Yes
o No
● N/A
COMMENTS

28. 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.

o Yes
o No
● N/A
COMMENTS

29. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10132021_09:35

2021-22 Phase Two: School Safety Report

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes - most recent revision 8/24/2021

8. 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 - emergency plan reviewed with staff on August 12, 2021

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11262021_10:18

2021-2022 Phase Three: Comprehensive School Improvement Plan

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Taylor Mill 2021 Comprehensive Improvement Plan		

Updated May 2021

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- 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.

Updated May 2021

1: Proficiency

Goal 1a: We will collaborate to increase the Reading Proficiency scores from 56.6% in 2019 to 78.3% in 2024 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average Reading Proficiency score from 56.6% to 65.3% in 2022 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction Walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0
		Ensure that collaborative processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students (Tier I)	Analysis of student work and data on assessments during PLCs to check for standards alignment and rate of student proficiency	Student work analysis in weekly PLCs by teachers and admin	$0
	KCWP 5: Design, Align and Deliver Support	Ensure appropriate academic interventions are taking place and monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	MTSS PLCs – Every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist)	$0
	KCWP 3: Design and Deliver Assessment Literacy	Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative	Monitoring data on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing	$0

Goal 1a: We will collaborate to increase the Reading Proficiency scores from 56.6% in 2019 to 78.3% in 2024 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Assessments and District Common Assessments during PLCs	Schoolwide Common Assessment data review in PLC Task Group (monthly) Reading data reviewed in Literacy Task Group (monthly)	

Goal 1b: We will collaborate to increase the Math Proficiency scores from 61.5% in 2019 to 80.75% in 2024 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average Math Proficiency score from 61.5% to 69.2% in 2022 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0
		Ensure that collaborative processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students (Tier I)	Analysis of student work and data on assessments during PLCs to check for standards alignment and rate of student proficiency	Student work analysis in weekly PLCs by teachers and admin	$0
	KCWP 5: Design, Align and Deliver Support	Ensure appropriate academic interventions are taking place and	Focus on MTSS PLCs aligning academic	MTSS PLCs – Every 6-8 weeks for Tier III and every 8-10 weeks for	$0

Goal 1b: We will collaborate to increase the Math Proficiency scores from 61.5% in 2019 to 80.75% in 2024 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		monitored to meet the needs of all students	skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist)	
	KCWP 3: Design and Deliver Assessment Literacy	Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly)	$0

2: Separate Academic Indicator

Goal 2a: We will collaborate to increase the Science Proficiency scores from 35.5% in 2019 to 67.75% in 2024 as measured by KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 We will collaborate to increase the Science Proficiency scores from 35.5% to 48.4% in 2022 as measured by KSA data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0

Goal 2a: We will collaborate to increase the Science Proficiency scores from 35.5% in 2019 to 67.75% in 2024 as measured by KSA data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			to data through lesson planning		
	KCWP 3: Design and Deliver Assessment Literacy	Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly)	$0

Goal 2b: We will collaborate to increase the Writing Proficiency scores from 53.1% in 2019 to 76.5% in 2024 as measured by KSA data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 We will collaborate to increase the Writing KSA proficiency scores from 53.1% to 62.5% in 2022 as measured by KSA data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0
	KCWP 3: Design and Deliver Assessment Literacy	Students participate in writing scrimmage opportunities throughout the year to provide work samples for teacher calibration and plan for	Analysis of student work sample using standards based scoring Planning for actionable next steps for students	Student data from scrimmages reviewed and calibrated in PLCs and in Literacy Task Group (monthly) Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0

Goal 2b: We will collaborate to increase the Writing Proficiency scores from 53.1% in 2019 to 76.5% in 2024 as measured by KSA data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		actionable next steps in instruction			
		Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly)	$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 22% in 2021 to 27% in 2022 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that collaborative processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students (Tier I)	Analysis of student work and data on assessments during PLCs to check for standards alignment and rate of student proficiency	Student work analysis in weekly PLCs by teachers and admin	$0
	KCWP 3: Design and Deliver Assessment Literacy	Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly)	$0
	KCWP 5: Design, Align, Deliver Support Processes	Ensure that students with disabilities are making progress on academic goals as based on their individual student needs	Analysis of student progress on IEP goals during Special Education Team PLCs	Data review of student progress and next steps – Special Education Team PLCs (monthly) with special education teachers and admin	$0
Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 34.1% in 2021 to 39% in 2022 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that collaborative processes are in place to guarantee Tier I instruction and	Analysis of student work and data on assessments during	Student work analysis in weekly PLCs by teachers and admin	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessments meet the intent of the standard and meet the needs of all students (Tier I)	PLCs to check for standards alignment and rate of student proficiency		
		Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly)	$0
	KCWP 5: Design, Align, Deliver Support Processes	Ensure that students with disabilities are making progress on academic goals as based on their individual student needs	Analysis of student progress on IEP goals during Special Education Team PLCs	Data review of student progress and next steps – Special Education Team PLCs (monthly) with special education teachers and admin	$0

4: Growth

Goal 4a: We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Reading from 59% in 2021 to 79.5% in 2024 as measured by school MAP assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Reading from 59% in 2021 to 67.2% in 2022 as measured by school MAP assessment data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction Walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0

Goal 4a: We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Reading from 59% in 2021 to 79.5% in 2024 as measured by school MAP assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Student work analysis process through PLCs with emphasis on increasing rigor.	Student work analysis in weekly PLCs by teachers and admin	$0
	KCWP 5: Design, Align and Deliver Support	Ensure appropriate academic interventions are taking place and monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	MTSS PLCs – Every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist)	$0

Goal 4b: We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Math from 61% in 2021 to 80.5% in 2024 as measured by school MAP assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Math from 61% in 2021 to 68.8% in 2022 as measured by school MAP assessment data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction Walkthroughs w aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin	$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure w analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	$0

Goal 4a: We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Reading from 59% in 2021 to 79.5% in 2024 as measured by school MAP assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Student work analysis process through PLCs with emphasis on increasing rigor.	Student work analysis in weekly PLCs by teachers and admin	$0
	KCWP 5: Design, Align and Deliver Support	Ensure appropriate academic interventions are taking place and monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	MTSS PLCs – Every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist)	$0

5: Other (Optional)

Goal 5: Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 60% in 2023 as indicated on the Impact Ky Working Conditions Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 45% in 2022.	KCWP 1: Design and Deploy Standards	Ensuring vertical alignment of curriculum is taking place	Analysis of student data on MAP/District Common Assessments to reduce gaps in the curriculum between grade levels	Review of grade level MAP data in PLCs by teachers and admin Review of District Common Assessment data in PLCs by teachers and admin Schoolwide MAP data review by staff in professional development opportunities	$0

Updated May 2021

Goal 5: Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 60% in 2023 as indicated on the Impact Ky Working Conditions Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Review of Schoolwide District Common Assessment data in PLC Task Group and Literacy Task Group	
		Assuring that the current curriculum is valid, aligned to standards, and supports instruction and assessment	Revision of high level tasks to ensure that tasks meet the intent of the standards and match the rigor of District Common Assessments	High level tasks revised in grade level PLCs prior to being given to students Student products reviewed in PLCs for analysis of rigor of tasks and next steps in instruction	$0
	KCWP 2: Design and Deliver Instruction	Professional Development to assist in ensuring that teachers are determining the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	Implementation of high yield strategies in lessons based on the Cycle of Quality Instruction	Analysis of teacher walkthrough feedback by administrators	$0

2021-22 Phase Three: Executive Summary for Schools_11262021_10:16

2021-22 Phase Three: Executive Summary for Schools

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

Taylor Mill Elementary, a nationally recognized Model PLC School, is a Title 1 school, home to around 470 students in the heart of Northern Kentucky. We provide instruction to preschool through fifth grade. Our school vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." As a Model PLC school we focus on learning, building a collaborative culture, and are results-oriented. Students receive a rigorous core curriculum throughout the day that is tied to the Kentucky Core Academic Standards. This rigorous core instruction is supported by research-based interventions including Read 180, System 44, iRead, Read Naturally, Read to Achieve, enVision Math, ST Math and Compass Learning. Core math, ELA, science, and social studies is combined with Art, Music/Drama, Innovations and Library, PE, and a collaborative Enrichment to make up our daily schedule. All students in grade K-5 are assessed using Measures of Academic Progress (MAP). Positive behavior programs and PBIS procedures encourage our students to be safe, be responsible, and be respectful. We begin each day with a morning meeting that continues throughout the day, interweaving a connected SEL curriculum that teaches positive leadership skills while utilizing the Choose Love curriculum. Additionally, we nurture and unleash each of our staff's and students' genius by ensuring we all know and feel we belong. For the 2021-22 school year, Taylor Mill welcomed a whole new leadership team with a new principal, assistant principal, and school counselor. This allowed for a renewed focus on the school vision/ mission and goals.

School's Purpose

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.

As a Model PLC school, we are continually focused on our four pillars of mission, vision, core values and our school goals. Our vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." The faculty and staff at Taylor Mill are focused on living out our shared vision along with our school-wide instructional priorities. There is a focus on developing teachers as leaders both within Taylor Mill,

in our community and among the educational community abroad. Our commitment to meeting our learners' academic, social, and emotional needs and ensuring that all of our students succeed is at our core. We have added monthly classroom guidance lessons to help provide additional support for our students social and emotional needs. We share our ROAR expectations every morning to help set the tone for the day as we are looking to find our students showing Respect, being On-task, demonstrating high Achievement and Responsibility in everything they try every day.

Notable Achievements and Areas of Improvement

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.

At Taylor Mill, we are celebrating our successes while looking to the future. Over the past three years, Taylor Mill has had a plethora of experiences offered to our students. Our Academic Team is competitive in the District Governor's Cup and Quick Recall. We also have had a number of individual winners at the Kenton County Spelling Bee, National Geographic Bee, PTA Reflections Contest, Governors Cup, and Presidential Awards for Academic Excellence. At Taylor Mill, students have the opportunity to participate in the following programs: Governor's Cup/Academic Team competitions, Literacy Night, Student Council, Intramural Sports, Boy/Girl Scouts, Fourth and Fifth Grade Chorus, Elementary Basketball League, Volleyball, Energy-Wise Team, Honor Choir, Girls on the Run, Let Me Run and Student Technology Leadership Program. Student recognition includes Leaders of the Week, Schoolwide Spelling Bee, Fifth Grade Recognition, and KPREP/KSA Testing Recognition. We celebrate and recognize students and staff through Positive Office Referrals that are submitted by staff members to recognize those going above and beyond. Our students participate in three Club Days each semester. Each teacher coordinates a club around one of their interests such as yoga, puzzles, Legos, Harry Potter, science topics, and many more. The clubs meet for once a month for three months to get a deep dive into their club. Staff share their passions through the clubs they lead and students get to select their club based on their interests via a Google form. The Taylor Mill staff is focused on improving literacy instruction and creating an environment that is literacy focused. The school leadership team has put an emphasis on integrating literacy into schoolwide activities by using classroom read-alouds by guest readers to support initiatives like ways to improve our school and a food drive for Hunger and Homelessness Awareness Week.

Additional Information

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

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11262021_10:18

2021-22 Phase Three: Professional Development Plan for Schools

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations.

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?

For Taylor Mill Elementary, the top two priorities as identified in our needs assessment are Priority 1: Increasing the average Reading Proficiency scores on the KSA and Priority 2: Increasing the percentage of students showing typical Growth Fall-Spring on MAP assessment in Reading.

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

Reading is a priority area for professional development. Taylor Mill Elementary with 44.9% of students scoring Proficient/Distinguished in KSA Reading in 2021 and 61% of students showing growth in Reading MAP from 2020-21. The percentage of students with disabilities scoring Proficient/Distinguished in KSA Reading in 2021 was 22% which was below both the state and district average. The percentage of economically disadvantaged students scoring Proficient/Distinguished was 31.2% which was just slightly above the state average but below the district average. We are addressing the need to raise reading achievement of our students by focusing our school goals on improving reading instruction for all students by planning professional learning that will increase all teachers' abilities to teach reading to all students and to close the achievement gap for our students with disabilities. This will include work in Professional Learning Communities to analyze data, student work samples, and allow for teachers to work together collaboratively to increase the rigor of the tasks they are using as well as ensuring that the tasks are aligned with the standards. Our school goals are to increase Reading Proficiency scores from 56.6% in 2019 to 78.3% in 2024 and to increase the percentage of students showing typical growth Fall-Spring on MAP in Reading from 59% in 2021 to 79.5% by 2024.

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.

Teachers will focus on best practices and instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement student engagement strategies to elicit responses from all students while completing the Cycle of Quality Instruction. Teachers will use formative and summative assessments to inform next steps for students. Teachers will implement formal and informal processes (goal setting, MAP/District Common Assessments/

Common Formative Assessments, progress on IEP goals, intervention data) to gather evidence to directly improve the learning of students.

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

The intended results are increases in numbers of students scoring proficient/ distinguished in the area of reading on MAP, District Common Assessments, Common Formative Assessments, and the Kentucky Summative Assessment.

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.

Indicators of success include increased numbers of students scoring proficient/ distinguished in reading and a decrease in the number of students scoring novice/ apprentice on reading assessments like MAP, District Common Assessments, Common Formative Assessments, and the Kentucky Summative Assessment.

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

All teachers and paraprofessionals are the targeted audience for the professional development. All teachers in grades K-5 provide reading instruction (literature, informational, content reading) through Tier I instruction or WIN (What I Need Time). Interventionists and paraprofessionals provide reading instruction and support in Tier II and Tier III interventions. Special Education teachers provide reading resource instruction for students with reading disabilities.

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

Students and teachers will be impacted by this component of professional development as teachers gain new skills to improve their instruction. Students will benefit from improved instruction to increase learning and improve academic achievement.

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

Resources needed to support the professional development include ongoing learning through job-embedded learning around reading strategies, engagement strategies and ways to elicit responses from all students during PLC time, faculty meeting time and meetings with district consultants. Teachers will utilize

Performance Matters as our data management system to analyze student results looking at standards specifically not mastered.

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

Ongoing supports include feedback following classroom walkthroughs by district consultants and building administrators, PLCs, PLC Task Group meetings, Literacy Task Group meetings, and coaching by district consultants and building administrators.

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.

Review of Common Assessment data in PLCs (administrators and teachers), review of reading interventions and student progress in MTSS meetings, monthly review of students with disabilities in reading progress on goals, MAP progress data twice a year, intentional walkthroughs on reading instruction, reading resource classes, and reading interventions looking at feedback patterns to determine strengths and areas of growth.

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.

Teachers will focus on best practices and instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement student engagement strategies to elicit responses from all students while completing the Cycle of Quality Instruction. Teachers will use formative and summative assessments to inform next steps for students. Teachers will implement formal and informal processes (goal setting, MAP/District Common Assessments/ Common Formative Assessments, progress on IEP goals, intervention data) to gather evidence to directly improve the learning of students.

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

The intended results are increases in the number of students showing growth in the area of Reading on MAP

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.

Indicators of success include increased numbers of students showing growth in the area of reading on MAP. Other indicators of success that would be measured would be student performance on standards on Common Formative Assessments and District Common Assessments

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

All teachers and paraprofessionals are the targeted audience for the professional development. All teachers in grades K-5 provide reading and math instruction through Tier I instruction or WIN (What I Need Time). Interventionists and paraprofessionals provide reading and math instruction and support in Tier II and Tier III interventions. Special Education teachers provide reading and math resource instruction for students with reading disabilities.

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

Students and teachers will be impacted by this component of professional development as teachers gain new skills to improve their instruction. Students will benefit from improved instruction to increase learning and improve academic achievement.

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

Resources needed to support the professional development include ongoing learning through job-embedded learning around reading strategies, engagement strategies and ways to elicit responses from all students during PLC time, faculty meeting time and meetings with district consultants. Teachers will utilize Performance Matters as our data management system to analyze student results looking at standards specifically not mastered.

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

Ongoing supports include feedback following classroom walkthroughs by district consultants and building administrators, PLCs, PLC Task Group meetings, Literacy

Task Group meetings, and coaching by district consultants and building administrators.

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.

Review of Common Assessment data in PLCs (administrators and teachers), review of reading and math interventions and student progress in MTSS meetings, monthly review of students with disabilities in reading and math progress on goals, MAP progress data twice a year, intentional walkthroughs on reading and math instruction, resource classes, and interventions looking at feedback patterns to determine strengths and areas of growth.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09212021_09:48

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Tony Procaccino 9/21/21

2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59

2021-22 Phase Two: The Needs Assessment for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

School wide RtI meetings take place throughout the school year. WTE have 3 multi-tiered system of support meetings to review and analyze the data and then put strategies in place to address the deficiencies. For the 21-22 school year, we will have our first meeting during the third week in October. The data being used is: MAP data, DIBELS data, Reading Inventory Data, KPREP Data and formative and summative assessment data. Each grade level meets with administration and the intervention team and we review every student in that grade level. After the data is reviewed, we place students into intervention groups to address their specific deficiencies. All stakeholders are involved in the placement of students in

interventions. The SBDM council is updated on the results of the data dive and compare WTE to the district on MAP data. After the RtI intervention meeting, there are MTSS meetings. The MTSS team, reviews students' progress and adjust intervention groupings if needed. The team looks at the student progress monitoring data to make decisions. The MTSS team looks at academic progress every 4 weeks. During PLC meetings, we discuss our weekly Friday assessment data as well as district common assessment data. We review individual student progress towards mastery of a standard and implement a plan to attack the deficiencies. Sometimes that looks like re-teaching, flashbacks and flexible grouping for specific skills that are cause for concerns.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Comparing MAP scores from Spring 18-19 to Spring 20-21: Reading decrease -1.88% & Math decrease - 13.69% Comparing MAP scores from fall 10/20 to spring 4/21: Reading decrease -4.12% & Math decrease -11.03%.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: KPREP Results: Overall Reading 64.2% P/D and Math 60% P/D MAP Results: School Wide 50% or above Reading 66.99% and Math 61.35% MAP Results: School Wide 50% or above SWD Reading 36.27% and Math 29.41% Non-Academic Current State: Quality of School Climate and Safety Survey: 99.6%: My school is a caring place. 97.9%: Adults from my school work hard to make sure students are safe. 50.8%: Students being mean or hurtful to other students online is a problem for my school. 38.4%: Students being mean or hurtful to other students is a problem for this school. 97.4%: When my school building was closed because of Covid-19, my teacher taught lessons almost every day using video. 97%: If a student reports being treated in a mean or hurtful way, the adult will do something to help.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

Comparing MAP scores from fall 10/20 to spring 4/21: Reading decrease -4.12% & Math decrease -11.03% KPREP: Combined Reading & Math Proficiency Score 62.1% (-9.94% compared to 2019 KPREP results) KPREP: Combined Reading & Math Proficiency Score Students with Disabilities 28.6% (-21.8% compared to 2019 KPREP results). KPREP: Overall Science P/D Score 39.4% in 2021 (-7.5% P/D from our measured goal of 46.9% in 2021)

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Overall On-Demand Writing 2019 50% P/D to 2021 75.6% P/D. Increase teacher collaboration of instructional strategies as well as implementing writing boot camps

for specific areas of concerns. KPREP: Reading 64.2% P/D (+13.6% above District average) Using assessment data to ensure students master all standards. KPREP: Math 60% P/D (+10.4% above District average) Using assessment data to ensure students master all standards. KPREP: Combined Reading & Math ALL students 62.1% P/D (+12% above District average) Using assessment data to ensure students master all standards. Teachers and administrators use wrong answer analysis and assessment data to identify specific deficiencies. When deficiencies are identified teachers implement a specific plan to ensure all students reach standard mastery.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

KCWP 2: Design and Deliver Instruction Teachers will consistently use effective content specific instructional strategies and practices to enhance student understanding. Teachers use effective strategies, such as Kagan, to increase student engagement and focus on the task. The learning target, tasks, and assessments will be aligned to the specific standard being taught. Teachers will differentiate

instruction to address multiple learning styles and levels of learners, and continue to have high expectations of success.

ATTACHMENTS

Attachment Name

WTE School Key Elements 21-22

Attachment Summary

Attachment Name	Description	Associated Item(s)
WTE School Key Elements 21-22		• 6

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	• Lesson Plan Reviews • PPR Walks & Feedback • PD Plan
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• PPR Walks & Feedback • MTSS Meetings • RtI Meetings • Assessment Data Analysis • Cycle of Quality Instruction Professional Development • PLC Meetings • Bearcat Bulletin Instructional Strategies
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• Common & Friday Assessments Calendar • Common Assessment Protocol • PLC Meetings • I-Read Data
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	• PLC Meetings • Common & Friday Assessment Analyzed • Teacher Deficiency Plan • Performance Matters
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	• MTSS Data and Meetings • Cycle of Quality Instruction • Performance Matters • RtI Meetings
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	• Quality School Climate/ Safety Survey • Bearcat Bulletin Instructional Strategies • PPR Walks & Feedback

Key Elements of the Teaching and Learning Environment - School

2020-21 Phase Two: School Assurances_10212020_09:59

2020-21 Phase Two: School Assurances

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2020-21 Phase Two: School Assurances 3
Introduction 4
Teacher Performance 5
Title I Schoolwide Programs 7
Title I Targeted Assistance School Programs 10
Schools Identified for Targeted Support and Improvement 13
All School Programs 14

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

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

○ 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o Yes
- o 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.

- o 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).

- o Yes
- o 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.

- o Yes
- o 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 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)).

● **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)

2021-22 Phase Two: School Safety Report_10142021_13:27

2021-22 Phase Two: School Safety Report

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Two: School Safety Report 3

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, 5/19/21

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

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

Yes, 8/13/21

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11112021_10:08

2021-2022 Phase Three: Comprehensive School Improvement Plan

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
WTE 21-22 CSIP		•

Updated May 2021

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- 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.

1: Proficiency

Goal 1: Increase percentage of Reading for all students from 60% in 2021 to 75% by 2024 as measured by the school report card and increase percentage of Math for all students from 64.2% in 2021 to 75% by 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading KSA proficiency score from 60% in 2021 to 65% by 10/31/22 as measured by school report card.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement	Student Progress Monitoring data, Performance Matters data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings to discuss mental health barriers	November, February, & April School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis, MTSS progress monitoring	

Goal 1: Increase percentage of Reading for all students from 60% in 2021 to 75% by 2024 as measured by the school report card and increase percentage of Math for all students from 64.2% in 2021 to 75% by 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		progress by learning target and by standard.			
Objective 2: Collaborate to increase math KSA proficiency score from 60% in 2021 to 65% by 10/31/22 as measured by school report card.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Performance Matters data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings to discuss mental health barriers	November, February, & April School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis, MTSS progress monitoring	

2: Separate Academic Indicator

Goal 2: Increase percentage of science for all students from 39.4% P/D in 2021 to 54% in 2024 as measured by school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase overall science P/D from 39.4% in 2021 to 44.4% in 2022.					
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Student Progress Monitoring data, Friday assessments PLTW	Weekly PLC meetings. PPR walk through feedback. Performance Matters data analysis	
	KCWP 4: Review, Analyze and Apply Data	Assess with formative and summative assessments that are aligned to the standards and learning targets. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Develop a progress monitoring system to monitor standards mastery for each student.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Performance Matters data analysis. Weekly PLC meetings. RtI Meetings	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading for students with IEPs from 34.3% P/D in 2021 to 39.3% in 2022.					
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	PPR Walks, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 5: Design, Align and Deliver Support	Use data to improve work processes to support student learning. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	IEP goals progress monitoring, Student Progress Monitoring data, Friday assessments	IEP Goals progress charts Performance Matters data analysis. Weekly PLC meetings. RtI Meetings, FRC coordinator identifying barriers to learning	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	PPR Walks, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 5: Design, Align and Deliver Support	Use data to improve work processes to support student learning. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	IEP goals progress monitoring, Student Progress Monitoring data, Friday assessments	IEP Goals progress charts Performance Matters data analysis. Weekly PLC meetings. RtI Meetings	

4: Growth

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 66.99% in 2021 to 82% by spring 2024; Math from 61.35% in 2021 to 78%by spring 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase MAP proficiency in reading from 66.99% in fall 2021 to 69.99% in spring 2022 and math from 61.35% in fall 2021 to 64.68% in spring 2022	• KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday	MTSS Pyramid implementation timeline. Weekly PLC meetings.	

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 66.99% in 2021 to 82% by spring 2024; Math from 61.35% in 2021 to 78%by spring 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
as measured by MAP assessments.		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	assessment data, MAP data, SRI, DIBELS	MTSS meetings 2nd & 4th Tuesday of the month. November, February, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: November, December, & April.	
	• KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	

7: Other (Optional)

Goal 7: Collaborate to increase the Topic of Resources in the Impact Survey from 47% favorable results in 2020 to 57% favorable by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the Topic of Resources from the Impact Survey from 47% favorable in 2020 t0 52% favorable by 2022.	KCWP 6: Establishing Learning Culture and Environment	Ensure all personnel has updated technology and professional development opportunities to become proficient in using the technology.	Each certified teacher has access to proper technology and opportunities to for on-going tech learning.	PPR walks, Lesson Plan Reviews	
		Survey personnel on school wide needs as well as individual needs to increase student learning.	Identifying the needs and putting a short & long term plan in place to address concerns.	Monitor short and long term plan checklist.	

2021-22 Phase Three: Executive Summary for Schools_11112021_09:47

2021-22 Phase Three: Executive Summary for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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?

White's Tower Elementary is a Preschool - 5 school with a population of 645. We are one of 11 elementary schools in the Kenton County School District. White's Tower is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. We are proud to provide a family atmosphere to our students, staff and our students' families. We are fortunate in the fact that we have a school-wide Title I program. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. The past four summers The United Way offered White's Tower the opportunity to participate in a program for incoming kindergarten students called Me and My School. We partnered with the United Way to provide six weeks of kindergarten readiness activities focused on literacy and numeracy as well as providing opportunities to share effective strategies with parents of our incoming kindergartens. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child. According to US News & World Report article on October 13, 2021, White's Tower Elementary was ranked the #1 school in Northern Kentucky.

School's Purpose

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.

Our school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." We want each and every student to perform at his/her highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming transition ready. Teachers consistently monitor student progress and instructional needs and use data based decision making to ensure that all students are mastering the curriculum. As a school, we utilize Positive Behavior Intervention and Supports to reinforce students' positive behavior choices as well as "Monday Manners" to introduce and reinforce respectful behavior. We also provide students with social emotional learning instruction by using the "Second Step" curriculum. We also have a SEL Interventionist to help support Tier II Supports. Working to increase students' self-confidence and meet

the needs of the whole child, we provide many meaningful activities for students outside of the school day.

Notable Achievements and Areas of Improvement

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.

According to 2018-2019 KPREP Data: 3rd - 5th Grades Top 5% in the state in overall Proficiency: 90.9 Proficiency Indicator. 72% Proficient & Distinguished Combined in overall Proficiency. 72.0 Separate Academic Indicator (High). According to 2020-2021 KPREP Data: On-Demand Writing for All Students was 75.6% P/D, which is an increase of +25.6% from 2019. In 2021, Combined Reading & Math Proficiency was 62.1%, which is +26.65% P/D higher than State average. Areas of Improvement: Reading Students w/ IEPs declined -16.7% P/D from 2019 - 2021 & Math Students w/ IEPs declined -24.2% P/D from 2019 - 2021.

Additional Information

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.

NA

Additional Information

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

White's Tower believes that parents are an integral part of the education process and we strive to include them in their child's education. In cooperation with the Family Resource Center we plan family nights to provide information to parents about ways they can help their child at home in the areas of reading and math. We recognize outstanding achievements of students for A honor roll, A/B honor roll, Transition Readiness and Bearcat Achievement (for grades K-5.)

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11112021_09:24

2021-22 Phase Three: Professional Development Plan for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

To Know, To Celebrate, To Love, To Inspire Every Student to Succeed!

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?

White's Tower Elementary's top two priorities are closing the achievement gap for students with disabilities (IEP's) in both reading and math. Reading Students w/ IEPs declined -16.7% P/D from 2019 - 2021 & Math Students w/ IEPs declined -24.2% P/D from 2019 - 2021.

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

Professional development opportunities relate to the specific KSA goal listed below. Increase the percentage of reading for students with IEPs from 34.3% P/D in 2021 to 50% in 2024 and math for students with IEPs from 22.9% P/D in 2021 to 37.9% in 2024 as measured by the school report card.

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.

Collaborate to increase reading for students with IEPs from 34.3% P/D in 2021 to 39.3% in 2022. And from 34.3% P/D in 2021 to 50% in 2024.

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

The intended results for students with disabilities are to make progress towards proficiency in reading. The professional development opportunities for personnel is to create best practice instruction to ensure student's with IEPs perform on a proficient/distinguished level on formative and summative assessments. As well as, identifying and analyzing specific data to ensure that students are reaching mastery of the standards in reading.

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.

Weekly MTSS meetings on Tuesdays serve as a way to monitor student progress towards grade level proficiency and analyze the instructional effectiveness and provide feedback and strategies to implement for students with disabilities. Weekly PLC meetings is also a way to determine achievement for students with disabilities. Teams review and discuss progress monitoring data, such as weekly assessments, and analyze the effectiveness of the instruction and the mastery of the standards by

students with disabilities. Progress monitoring will also be observed on the White's Tower data dashboard and Performance Matters. This data will include weekly assessment scores, common assessment scores, MAP data and KPREP data when available.

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

General & special education teachers, as well as intervention teachers.

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

Students, teachers, interventionists, administration and parents.

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

This year we purchased a web based program called IXL. It allows teachers to assign specific standards based learning activities in reading to reinforce their standards base instruction. We are able to pilot the program this school year, until February 2022, at a discounted price of around $500. The cost of the program would be $11,000 a year for 650 student licenses, which would be a big cost in our funding.

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

Weekly PLC's for each grade level will focus on student progress monitoring on Friday assessments, common assessments and when available DIBELS, MAP, and RI data. During these meetings, we will discuss student progress and adjust instruction to correct any misunderstandings of the standards being taught. Teachers will create re-teaching instruction, flash backs, or remediation groups to ensure student mastery of the standard.

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.

Performance Matters data of all students, including individual special education students, are analyzed for student progress. In grade level weekly PLC's and special education PLC's the teams track student progress and plan standards based

instruction that target any gap group. The team tracks progress through weekly assessments and whole team meetings take place after MAP data is available.

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.

Collaborate to increase math for students with IEPs from 22.9% P/D in 2021 to 27.9% in 2022. And 22.9% P/D in 2021 to 37.9% in 2024.

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

The intended results for students with disabilities are to make progress towards proficiency in math. The professional development opportunities for personnel is to create best practice instruction to ensure student's with IEPs perform on a proficient/distinguished level on formative and summative assessments. As well as, identifying and analyzing specific data to ensure that students are reaching mastery of the standards in math.

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.

Weekly MTSS meetings on Tuesdays serve as a way to monitor student progress towards grade level proficiency and analyze the instructional effectiveness and provide feedback and strategies to implement for students with disabilities. Weekly PLC meetings is also a way to determine achievement for students with disabilities. Teams review and discuss progress monitoring data, such as weekly assessments, and analyze the effectiveness of the instruction and the mastery of the standards by students with disabilities. Progress monitoring will also be observed on the White's Tower data dashboard and Performance Matters. This data will include weekly assessment scores, common assessment scores, MAP data and KPREP data when available.

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

General & special education teachers, as well as intervention teachers.

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

Students, teachers, interventionists, administration and parents.

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

This year we purchased a web based program called IXL. It allows teachers to assign specific standards based learning activities in math to reinforce their standards base instruction. We are able to pilot the program this school year, until February 2022, at a discounted price of around $500. The cost of the program would be $11,000 a year for 650 student licenses, which would be a big cost in our funding.

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

Weekly PLC's for each grade level will focus on student progress monitoring on Friday assessments, common assessments and when available DIBELS, MAP, and RI data. During these meetings, we will discuss student progress and adjust instruction to correct any misunderstandings of the standards being taught. Teachers will create re-teaching instruction, flash backs, or remediation groups to ensure student mastery of the standard.

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.

Performance Matters data of all students, including individual special education students, are analyzed for student progress. In grade level weekly PLC's and special education PLC's the teams track student progress and plan standards based instruction that target any gap group. The team tracks progress through weekly assessments and whole team meetings take place after MAP data is available.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)