

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09172021_11:16

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Brooks Elementary School
BettyJo Davis
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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.

Betty Jo Davis 9/17/21



2021-22 Phase Two: The Needs Assessment for Schools_10272021_16:42

2021-22 Phase Two: The Needs Assessment for Schools

Brooks Elementary School
BettyJo Davis
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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.

attached

ATTACHMENTS

Attachment Name



Needs Assessment Data

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.

attached

ATTACHMENTS

Attachment Name



Needs Assessment 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.

attached

ATTACHMENTS

Attachment Name



Needs Assessment Data

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.

attached

ATTACHMENTS

Attachment Name



Needs Assessment Data

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.

attached

ATTACHMENTS

Attachment Name



Needs Assessment Data

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.

attached



ATTACHMENTS

Attachment Name



Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		• 6
 Needs Assessment Data		• 1 • 2 • 3 • 4 • 5

Academic Data	CASE spring 2021	CASE fall 2021	K-Prep 2018-2019	K-Prep 2021-2021
Elementary Reading (all students)	no data	NO DATA YET	69.3	
Elementary Math (all students)			63.5	
Elementary Writing (all students)				
Elementary Science (all students)			21.4	
Elementary Social Studies (all students)			47.1	
Students w/Disabilities Reading (all levels)	31.2		21.9	24
Students w/Disabilities Math (all levels)	11		15.6	16
Students w/Disabilities Writing (all levels)	no data		no data	
Students w/Disabilities Science (all levels)	no data		0	
Students w/Disabilities Social Studies (elem/middle only)	no data		no data	
EL Students- Reading	17		38.5	0
EL Students- Math	8.6		23.1	0
ED Reading (all levels)	34.3			
ED Math (all levels)	27.4		35.4	33
ED Writing (all levels)	no data			
ED Science (all levels)	no data		23.9	
ED Social Studies (elem. & middle)	no data		35.1	
HLess Reading (all levels)	42.8		no data	0
HLess Math (all levels)	0		no data	0
HLess Writing (all levels)	no data		no data	
HLess Science (all levels)	no data		no data	
Advanced Talented and Gifted READING	77.9			75.6
Advanced Talented and Gifted MATH	60.2			94.7
Non-Academic Data				
Behavior			4.7	
Student Attendance			95.1	
Teacher Attendance			no data	

	CASE N	CASE A	K-Prep 2021 N	K-Prep 2021 A
Elementary Reading (all students)	30.5%	29.7%	26.6	28.5
Elementary Math (all students)	33.0%	34.7%	27.8	38
Elementary Writing (all students)	no data	no data	6.3	41.1
Elementary Science (all students)	no data	no data		
Elementary Social Studies (all students)	no data	no data		
Students w/Disabilities Reading (all levels)	47.4	22	44	32
Students w/Disabilities Math (all levels)	58.6	29.3	48	36
Students w/Disabilities Writing (all levels)	no data	no data	no data	no data
Students w/Disabilities Science (all levels)	no data	no data	no data	no data
Students w/Disabilities Social Studies (elem/middle only)	no data	no data	no data	no data
EL Students read	39.2	28.5	50	50
EL students math	52.1	39.1	75	25
ED Reading (all levels)	32.8	32.8	44	32
ED Math (all levels)	37	35.5	48	36
ED Writing (all levels)	no data	no data	6.7	35.6
ED Science (all levels)	no data	no data	no data	no data
ED Social Studies (elem. & middle)	no data	no data	no data	no data
HLess Reading (all levels)	42.8	14.3	100	0
HLess Math (all levels)	57.1	42.8	100	0
HLess Writing (all levels)	no data	no data	no data	no data
HLess Science (all levels)	no data	no data	no data	no data
HLess Social Studies (elem. & middle)	no data	no data	no data	no data

Academic Data					Notes
Elementary Reading (all students)					
Elementary Math (all students)					
Elementary Writing (all students)					
Elementary Science (all students)					
Elementary Social Studies (all students)					
SWD Reading (all levels)					
SWD Math (all levels)					
SWD Writing (all levels)					
SWD Science (all levels)					
SWD Social Studies (elem/middle only)					
EL Students Reading					
EL Students Math					
EcD Reading (all levels)					
EcD Math (all levels)					
EcD Writing (all levels)					
EcD Science (all levels)					
EcD Social Studies (elem. & middle)					
H/LES Students Reading					
H/LES Math (all levels)					
H/LES Writing (all levels)					
H/LES Science (all levels)					
H/LES Social Studies (elem. & middle)					
Other and Special (all levels)					
Non-Academic Data					
Behavior					
Student Attendance					
Teacher Attendance					

		STRENGTHS		LEVERAGES	
	CASE	K-Prep 2018-2019	CASE	K-Prep 2018-2019	
Elementary Reading (all students)	above 50%	growth			
Elementary Math (all students)	above 50%	growth			
Elementary Writing (all students)		growth			
Elementary Science (all students)		growth			
Elementary Social Studies (all students)		growth			
SWD Reading (all levels)		growth	< 25%		
SWD Math (all levels)		growth	< 25%		
SWD Writing (all levels)		growth			
SWD Science (all levels)					
SWD Social Studies (elem/middle only)		growth			
EL Student Reading			CASE and KPREP are not close. ????		
EL Student Math		Trending growth			
ED Reading (all levels)		growth			
ED Math (all levels)		growth			
ED Writing (all levels)		growth			
ED Science (all levels)		growth			
ED Social Studies (elem. & middle)		growth			
HLess Reading (all levels)					
HLess Math (all levels)					
HLess Writing (all levels)					
HLess Science (all levels)					
HLess Social Studies (elem. & middle)					
Gifted and Talented (all levels)					
Non-Academic Data					
Behavior		Growth			
Student Attendance					
Teacher Attendance					

Key Elements of the Teaching and Learning Environment

Brooks Elementary School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	PLC agendas district pacing guides Mastery Connect
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	eleot data observation data Mastery Connect lesson plans instructional process master schedule
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Mastery connect lesson plans PLC agenda eleot observations
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 unit analysis Review Friday plans Master schedule
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?	PLC agenda MTSS PLC student data cards
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	PBIS eleot master schedule



2021-22 Phase Two: School Assurances_10212021_07:40

2021-22 Phase Two: School Assurances

Brooks Elementary School
BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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

☐ 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.

☒ Yes

☐ 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).

☒ Yes

☐ 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)).

☒ Yes

☐ 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 under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

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.

☐ Yes

☐ 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.

☐ Yes

☐ 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.

☐ Yes

☐ 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)
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2021-22 Phase Two: School Safety Report_10212021_07:55

2021-22 Phase Two: School Safety Report

Brooks Elementary School
BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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. 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

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)
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2021-22 Phase Three: Professional Development Plan for Schools_11302021_09:05

2021-22 Phase Three: Professional Development Plan for Schools

Brooks Elementary School

BettyJo Davis

1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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?

We will collaborate as a school and with families to create a loving, safe, community where all children rise to their full potential.

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?

Instruction and Equity

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

Addressing the top two priorities will support our goals to improve proficiency among all students.

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.

Utilize our school instructional process and master schedule efficiently to meet the needs of all students.

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

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.

Proficiency scores and growth overall

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

All staff who work with students

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

teachers, administration, and students

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

Time to work, staff leaders to guide the learning

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

PLCs, instructional coaching, administrator feedback with ongoing walkthroughs

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.

Student standard mastery analysis

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 goal of equity is to provide all students what they need; emotional support, english learning, and/or special education intentional instruction.

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

Improved instructional practices, student achievement

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.

Student achievement scores in our gap groups will improve

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

Staff working with students instructionally.

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

Teachers, principals, and students.

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

Time, research, leadership to present best practices

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

Instructional Coaching, integrations of ELL staff, PLC

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.

Student achievement data, work samples, and classroom observations

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-2022 Phase Three: Comprehensive School Improvement Plan_12022021_10:38

2021-2022 Phase Three: Comprehensive School Improvement Plan

Brooks Elementary School
BettyJo Davis
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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.

The objectives and goals address the needs of all students , especially those identified as SWD. Within the document, we highlight to show which strategies are maintained and modified.

ATTACHMENTS

Attachment Name

 BES Goal Builder 2022

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*, *Baldrige*, 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)
 <u>BES Goal Builder 2022</u>		.

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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

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

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

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

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

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

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

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


Requirements for Building an Improvement Plan

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



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

- **Proficiency Reading:** By 2025, 64% of students will score proficient or above in reading.
- **Proficiency Math:** By 2025, 57.4 % of students will score proficient or above in math.
- **Gap Goal** By Spring 2025, BES will increase combined reading and math P/D for Students with Disabilities to 40.9% .
- **Growth Goal** By Spring 2025, we will increase the combined Reading and Math growth for students in grades 3-5 to 83%.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
On KPREP 2019, BES had a combined P/D for reading and math at 44%. Our plan is to increase proficiency in this area.	BES will have a combined reading and math score of 53% Proficient/Distinguished on KPREP for 2022.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.		-Study classroom assessment data from weekly PLC's using unit analysis form -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well. - Utilize benchmark assessments to monitor growth and provide appropriate instruction	\$17,750 iReady purchase (ESSR funded 2022-2023) \$22,250 iReady purchase (2021-2022 ESSR and Title I funded)	-Weekly PLC meetings to review data -Monthly ILT meetings to review formative assessment data -Title 1 Evaluation Survey administered Spring/Summer 2022 -Title 1 Family Night fall of 2021 -Title 1 Math/Reading Night spring of 2022

The 2019 KPREP scores for BES indicate that the SWD group scored a combined reading and math percentage of 18.75. Our plan is to increase proficiency in this area.	For the SWD group, BES will have increase proficiency for a P/D combined reading and math score of 23% in 2022.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.		-Study classroom assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well. - Utilize benchmark assessments to monitor growth and provide appropriate instruction	\$0	
BES Economically Disadvantaged group had a combined math and reading P/D percentage of 38.5. Our plan is to increase proficiency in this area.	In 2022, BES Economically Disadvantaged group will have an increased P/D combined Reading and Math percentage to 45%.	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.		-Study classroom assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well. - Utilize benchmark assessments to monitor growth and provide appropriate instruction	\$0	
For the 2019 KPREP	In the area of	KCWP 3: Design and	-	-Study classroom	\$6000 (ESSR funded-	

assessment, BES's reading proficiency score was 50.5%. Our plan is to increase proficiency in this area.	reading/growth, BES will increase the number of proficient and distinguished students to 60.5%.	Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	[REDACTED]	assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well. - Utilize benchmark assessments to monitor growth and provide appropriate instruction	increase resources in school library) \$2502 (ESSR instructional materials)	
On the 2019 KPREP assessment, BES's math score was 41.4%. Our plan is to increase proficiency in this area.	As measured by the 2022 KPREP assessment, BES will increase math proficiency for all students to 49% .	KCWP 3: Design and Deliver Assessment Literacy. KCWP 4: Review, Analyze, and Apply Data.	[REDACTED]	-Study classroom assessment data from weekly PLC's -Use CASE assessment data to plan next steps -Group students based on data and provide instruction based on standard recovery and intervention. Enrichment will be built on student achievement as well.	\$0	

				- Utilize benchmark assessments to monitor growth and provide appropriate instruction		
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Separate Academic Indicator (3 year target)

- SAI Goal By Spring 2025, BES will increase the separate academic indicator from 61.6 to 71.6 as measured by the KPREP assessment.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
On KPREP 2019, our 5th grade P/D for writing was 51.5. Our plan is to increase proficiency in this area.	For the 2022 KPREP assessment, BES 5th grade will have an increase in proficiency with a writing score of 58.1%	KCWP 2: Design and Deliver Instruction KCWP 5: Design and Deliver Assessment Literacy KCWP 6: Establishing Learning Culture and Environment		-Live Scoring for ODW -Tiered instruction for standard recovery and intervention, based on classroom data.	\$5,738.63 Handwriting and Keyboarding without Tears	<i>-Weekly PLC meetings to review data</i> <i>-Monthly ILT meetings to review formative assessment data</i> <i>-Title 1 Evaluation Survey administered Spring/Summer 2020</i> <i>-Title 1 Family Night fall of 2020</i> <i>-Title 1 Math/Reading Night spring of 2020</i>
BES Science P/D scores for 2019 went up to 21.4% from 19.7, which is an increase of 1.7% from 2018. Our plan is to increase proficiency in this area.	On the KPREP assessment for 2022, BES 4th grade will increase proficiency to a 32.1% P/D in Science.	KCWP 1: Design and Deploy Standards		-Data from elect observations, walkthroughs -Apply data from Mastery Connect to guide further planning and assessment	\$0	

BES Social Studies P/D scores for 2088 were at 30.1%. For 2019, there was a 17% increase in proficiency for all students to 47.1%. Our plan is to increase proficiency in this area.	For the KPREP 2022 , BES 5th grade will increase proficiency to score 54.3% P/D.	KCWP 2: Design and Deliver instruction KCWP 3: Design and Deliver Assessment Literacy	-Data from elect observations, walkthroughs -Apply data from Mastery Connect to guide further planning and assessment	\$0		



2021-22 Phase Three: Executive Summary for Schools_11302021_08:49

2021-22 Phase Three: Executive Summary for Schools

Brooks Elementary School
BettyJo Davis
1430 Brooks Hill Road
Brooks, Kentucky, 40109
United States of America

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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?

Brooks Elementary School is in a suburban area in Northern Bullitt County, just south of the Louisville Metro. Our district is adjacent to Jefferson County and made up primarily of apartments, trailer parks, and low-income housing. The number of rental housing in our area also brings some student transiency. There has been an increase of students who have experienced significant trauma and students with mental illness, diagnosed and undiagnosed. We have also seen an increase in our English learner students. We have developed an equity committee in response to this growth. Social-emotional learning is a huge part of our curriculum. The surrounding community is mostly small business with some warehouses and national chains right off of I65.

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 is "Brooks Elementary will collaborate with school and families to create a loving, safe community where children rise to their full potential." Our school's previous work with ABRI (Academic and Behavior Response to Intervention) and utilization of Positive Behavioral Interventions and Supports (PBIS); behavior incidents have dropped significantly and we are now a Bronze level PBIS school. Additional supports for Tier II or Tier III interventions are provided daily in a whole school morning meeting and in the classroom for social/emotional time. Our Behavior Intervention team works with our district's behavior specialist and in learning more about dealing with students with trauma and challenging behaviors. Our guidance counselor and mental health coach provide support as needed. Teachers utilize the Kentucky Core Academic Standards along with pacing guides in all content areas which ensure that all students are receiving quality instruction. Grant-based programs such as the Read-to-Achieve grant and the Math Achievement Fund grant ensure that students have opportunities to improve both their academic and behavioral skills while at school. Additionally, we have extra-curricular activities including a performing arts club, archery, academic team, and robotics. Students are taught and expected to follow the 3 B's expectations (Be safe, Be respectful, and Be responsible) during any and all school activities.

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.

Over the years, Brooks has seen its share of ups of downs. With an increased focus on social-emotional learning and a data-driven ethic on teaching to all levels, Brooks has made significant progress both behaviorally and academically. Brooks was one of 20 schools in the state of Kentucky recognized for significant growth and achievement. We believe that the basic needs of the students and community must be met in order to continue changing the narrative for Brooks. Not only do we want to build better relationships with those we serve, we additionally want to take care of our teachers and equip them with strategies to help them build a more resilient and loving school community.

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.

Brooks Elementary School has a team of highly committed faculty and staff who have dedicated their lives to work with students within our Title I school. These individuals are the true foundation of our school and work diligently to ensure that our students have access to the materials and knowledge to become responsible members of our community

Attachment Summary

Attachment Name	Description	Associated Item(s)
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