

## 2021-2022 Phase One: Continuous Improvement Diagnostic for Schools

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**Maryville Elementary School**  
**Ann Hance**  
4504 Summers Drive  
Louisville, Kentucky, 40229  
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.***

Schools - Generated on 12/29/2021

Maryville Elementary School

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Please enter your name and date below to certify.

Ann Louise Hance 9/9/2021



## 2021-2022 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

**Maryville Elementary School**

**Ann Hance**

4504 Summers Drive

Louisville, Kentucky, 40229

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.

One process used for the review, analysis, and application of data is our weekly PLC meetings where we look at common formative and summative assessments. These meetings include the regular education teachers, special education teachers, interventionists, and the leadership team (principal, counselor, instructional coach). These meetings are documented in our PLC agenda folder on Google Drive. Two other times stakeholders look at this data is during monthly Bullitt Days and Faculty Meetings. During this time, both certified and classified staff analyze summative data results, such as KPREP, CASE, common assessments, etc., and create plans for next steps. Our Instructional and Culture Committees meet monthly to analyze

school data as well to help with the revision of current school processes and core instruction, both behaviorally and academically. These committees are composed of grade level and team representatives and the Leadership Team. Our SBDM committee meets monthly to review data which influences the revision of school policies. This committee is composed of parents, teachers, and the principal. One member of our SBDM is our PTA President, and she is able to share out data analysis with the PTA board and during PTA meetings.

## 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.

see attachment-2022 MES CSIP Needs Assessment (Phase II)

## **ATTACHMENTS**

### **Attachment Name**

 2022 MES CSIP Needs Assessment (Phase II)

 MES Data Tracker 2020-2021

## 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.

see attachment-2022 MES CSIP Needs Assessment (Phase II)

### **ATTACHMENTS**

#### **Attachment Name**

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 2022 MES CSIP Needs Assessment (Phase II)

#### 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.

see attachment-2022 MES CSIP Needs Assessment (Phase II)

### **ATTACHMENTS**

#### **Attachment Name**

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 2022 MES CSIP Needs Assessment (Phase II)

#### 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.

see attachment-2022 MES CSIP Needs Assessment (Phase II)

### **ATTACHMENTS**

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**Attachment Name**

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 2022 MES CSIP Needs Assessment (Phase II)

### 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 the desired changes for Maryville Elementary, we will focus on the following KCWPs: KCWP 2: Design and Deliver Instruction Some processes within this KCWP that need to be reviewed and revised are our RTI program and protocols and PLC processes. Some practices that will be implemented include a close examination of effective instructional strategies and how they are used in planning and PLC processes. The use of common summative and formative assessment data will inform instructional decisions when looking at mastery for students and determining who needs to enter tier 2 or 3 intervention. One condition within the building that needs to be improved is collaboration opportunities between all stakeholders involved in student learning: regular education teachers, special education teachers, interventionists, counselors,

parents, etc. This improvement will maximize collaboration between all parties and benefit student achievement by ensuring all parties involved in a student's education are informed of appropriate instruction to close learning gaps. KCWP 4: Review, Analyze and Apply Data Results A process that needs revision for this KCWP is our use of data to drive instruction and tiers of intervention. This will impact our PLC and RTI processes. Some practices that will be involved in this will be the collection, discussion, and use of data. In order to achieve these things, we must look at the condition of collaboration and communication between all stakeholders on student data. We will also focus on ensuring the analysis of data is used to determine instructional next steps, both interventions and enrichments, for all students.

## **ATTACHMENTS**




### **Attachment Name**

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Key Elements Chart

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022 MES CSIP Needs Assessment (Phase II)</u>	current state, trends, priorities, strengths	<ul style="list-style-type: none"><li>• 2</li><li>• 3</li><li>• 4</li><li>• 5</li></ul>
 <u>Key Elements Chart</u>		<ul style="list-style-type: none"><li>• 6</li></ul>
 <u>MES Data Tracker 2020-2021</u>	reading and math proficiency and novice data for the 2020-2021 school year	<ul style="list-style-type: none"><li>• 2</li></ul>

Academic Data		2019 Bullet Points	2020 Bullet Points	2021 Bullet Points
Elementary Reading (all students)		41% proficient/distinguished	44.7% proficient/distinguished	35% proficient/distinguished
Elementary Math (all students)		39.2% proficient/distinguished	41.3% proficient/distinguished	30% proficient/distinguished
Elementary Writing		26.2% proficient/distinguished		
Elementary Science		11.7% proficient/distinguished		
Elementary Social Studies		23% proficient/distinguished		
Students w/Disabilities Reading (all students)		18.8% proficient/distinguished	35% proficient/distinguished	
Students w/Disabilities Math (all students)		16.7% proficient/distinguished	35% proficient/distinguished	
Students w/Disabilities Writing		0% proficient/distinguished		
Students w/Disabilities Science		0% proficient/distinguished		
Students w/Disabilities Social Studies		0% proficient/distinguished		
Economically Disadvantaged Reading (all students)		54.8% proficient/distinguished	43.6% proficient/distinguished	30.9% proficient/distinguished
Economically Disadvantaged Math (all students)		29.2% proficient/distinguished	40% proficient/distinguished	23.4% proficient/distinguished
Economically Disadvantaged Writing		26.7% proficient/distinguished		
Economically Disadvantaged Science		9.3% proficient/distinguished		
Economically Disadvantaged Social Studies		20% proficient/distinguished		
Non-Academic Data				
Behavior		112 Referrals YTD	3 weeks of in person school, and there have been ZERO referrals.	24 Referrals YTD (10/22/2021)
Student Attendance		96.05% (2018/2019 school year)	96.88 (2019/2020 school year)	95.78% (2020/2021 school year)
Payroll		94.7% (2018/2019 school year)	89.79 (2019/2020 school year)	

## Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> 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?	-Assessment pacing guides in staff google folder -Pacing guides for elementary in google curriculum drive -Common formative and summative assessments in Mastery Connect -Common assessment data tracker in staff google folder -Lesson plans
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the school?	-Jan Richardson's guided reading and word study professional development for all staff -What's my place? What's my value? professional development for all staff -Thinking Focus professional learning -Blended Learning Teacher Cohort -District instructional coaching program (special education, digital learning, and reg. education)
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-CASE benchmark assessment (3 times a year) -MasteryConnect-items banks -PLC Question #2 -ODW District Assessment -District Early Literacy Assessment Protocol - <u>MES Assessment Protocol</u>
<b>KCWP 4: Review, Analyze and Apply Data</b> 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?	-Monthly MTSS PLCs -ODW Data Review -Weekly PLCs -1st Grade Reading Academy monthly data reviews
<b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous	-Common assessment data tracker in staff google folder -Monthly MTSS PLCs -Weekly PLCs -PBIS is in all schools-tiered fidelity report

## Key Elements of the Teaching and Learning Environment

improvement model that monitors what is working to support student learning?	<ul style="list-style-type: none"><li>-Monthly Attendance PLCs</li><li>-Plan, Do, Study, Act continuous improvement process</li></ul>
<b>KCWP 6: Establishing Learning Culture and Environment</b> 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?	<ul style="list-style-type: none"><li>-Monthly Culture Committee meetings</li><li>-Monthly Mental Health Committee meetings</li><li>-Monthly school-wide Towne Halls</li><li>-Monthly school-wide House meetings</li><li>-SRSS-IE student screener</li></ul>

**2020-2021 Reading Proficiency**  
**Maryville Elementary**

	Fall 2019		Winter 2019		Fall 2020		Winter 2021		Spring 2021		
	CASE	DRA	CASE	DRA	CASE	RR	CASE	RR	CASE	DRA	KPREP
K	not tested	not tested	22/64 34%	44/67 66%	not tested	not tested	27/44 61%		26/44 59%	14/45 31%	not tested
1st	30/59 51%	6/49 12%	31/58 53%	20/58 35%	35/60 58.3%	4/64 6%	32/58 55%	11/58 19%	30/66 45%	19/56 34%	not tested
2nd	16/41 39%	7/45 16%	17/43 40%	18/43 42%	17/50 34%	3/50 6%	20/53 38%	7/53 13%	22/54 41%	15/51 29%	not tested
3rd	22/44 50%	11/42 26%	20/44 45%	24/44 55%	19/39 49%	18/37 49%	13/43 30%	30/43 70%	18/40 45%	30/40 75%	13/38 34%
4th	29/56 52%	17/45 38%	24/55 44%	32/55 58%	25/48 52%	15/45 33%	18/45 40%	17/45 38%	14/42 33%	26/43 60%	13/43 30%
5th	26/62 42%	32/68 47%	23/59 39%	38/59 64%	20/51 39.2%	29/43 67%	23/55 42%	46/55 84%	28/56 48%	Not tested	21/55 38%
ALL	123/262 47%	73/249 29%	137/323 42.4%	176/326 54%	116/248 47%	69/239 29%	133/298 45%	111/254 44%	138/302 46%	104/235 44%	47/136 35%



**2020-2021 Math Proficiency**  
**Maryville Elementary**

	Fall CASE 2019	Winter CASE 2019	Fall CASE 2020	Winter CASE 2021	Spring Case 2021	KPREP 2021
K	not tested	27/64 42%	not tested	18/44 41%	26/45 58%	not tested
1st	19/59 32%	27/58 47%	40/59 67.8%	21/60 35%	29/57 51%	not tested
2nd	13/41 32%	10/43 23%	11/51 22%	15/53 28%	16/54 30%	not tested
3rd	20/44 45%	22/44 55%	16/42 38%	18/43 42%	15/40 38%	10/38 26%
4th	24/56 43%	22/56 39%	19/48 40%	13/43 30%	13/43 30%	7/43 16%
5th	18/62 29%	28/61 46%	22/51 41.5%	18/55 33%	25/56 45%	24/55 44%
ALL	94/262 35.9%	136/326 41.7%	108/251 43%	103/298 35%	124/295 42%	41/136 30%

## Reading Proficiency Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPRE P 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPRE P 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPRE 2021
K	15/40 38%	20/41 48%	18/41 44%			1/13 8%	3/23 12%							
1st					24/44 55%	20/43 47%	19/41 46%		30/59 51%	31/58 53%				
2nd									16/41 39%	17/43 40%	17/50 34%	20/53 38%	22/54 41%	
3rd											19/39 49%	13/43 30%	18/40 45%	13/38 34%
4th														
5th	27/62 44%	35/62 57%	30/62 48%	31/62 50%										
ALL	136/312 44%	146/307 48%	131/311 42%	80/125 64%	110/262 42%	108/26 8 40%	99/28 1 35%	75/18 0 42%	123/26 2 47%	137/32 3 42%	116/24 8 47%	133/29 8 45%	138/30 2 46%	47/136 35%

Class of 2020, 2030, 2031, 2033

## Math Proficiency Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPREP 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPREP 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPREP 2021
K	12/40 30%	19/41 46%	21/42 50%		21/60 35%	20/62 32%	30/61 49%					18/44 41%	16/44 36%	
1st					21/44 48%	23/43 53%	24/41 59%		19/59 32%	27/53 47%				
2nd	27/51 47%	30/49 43%	33/41 71%						13/41 32%	10/43 23%	11/51 22%	15/53 28%	16/34 30%	
3rd	12/36 33%	15/53 27%	12/38 30%	30/39 77%	13/37 35%	22/64 34%	17/56 37%	17/57 37%			16/42 38%	18/43 42%	15/40 38%	10/38 26%
4th					47/61 77%	43/63 68%	31/52 59%	18/51 35%	20/49 40%	22/56 39%				
5th	52/62 40%	23/62 37%	19/63 30%	24/62 39%					18/62 29%	14/61 23%	11/51 21%	15/61 24%	14/56 25%	10/58 24%
ALL	161/308 52.3%	117/308 38%	108/312 34.6%	70/178 39.3%	137/325 42.2%	115/330 34.8%	136/318 42.8%	62/180 34.4%	94/262 35.9%	136/326 41.7%	108/251 43%	103/298 35%	124/295 42%	41/136 30%

Class of 2023, 2024, 2030, 2031, 2032, 2033

## Reading Novice Data

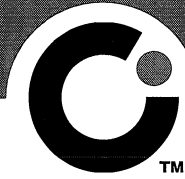
	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPRE P 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPRE P 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPRE P 2021
K	7/40 18%	5/41 12%	9/40 23%			8/43 62%	7/23 30%					5/41 12%	8/42 19%	
1st					7/44 16%	10/43 23%	9/41 22%		3/59 1%	2/53 3%				
2nd	1/50 2%	1/43 2%	1/41 2%						20/41 49%	21/43 49%	21/50 42%	20/53 38%	18/54 33%	
3rd	13/46 28%	14/41 34%	20/41 49%	14/33 42%	11/40 28%	11/43 26%	15/41 37%	18/44 41%			9/38 24%	12/43 28%	17/40 35%	19/38 50%
4th					14/52 27%	15/49 31%	18/55 33%	15/60 25%	9/47 19%	8/51 16%				
5th	13/62 21%	17/62 27%	17/60 28%	18/62 29%					14/51 27%	13/54 24%	11/44 25%	11/47 23%	13/51 26%	14/53 26%
ALL	68/312 22%	80/309 26%	86/260 33%	56/171 33%	69/265 26%	83/281 30%	82/280 29%	49/180 27%	56/262 21.4%	61/323 18.9%	74/247 30%	57/298 19%	77/302 26%	54/136 40%

Class of 2020, 2030, 2031, 2033

## Math Novice Data

	Fall 2017- 2018	Winter 2017- 2018	Spring 2017- 2018	KPRE P 2018	Fall 2018- 2019	Winter 2018- 2019	Spring 2018- 2019	KPRE P 2019	Fall 2019- 2020	Winter 2019- 2020	Fall 2020 -2021	Winter 2020 -2021	Spring 2020 -2021	KPRE P 2021
K	7/40 18%	11/41 27%	7/42 17%		19/60 32%	20/62 32%	16/61 26%							
1st					12/44 27%	12/43 28%	5/41 12%		15/59 25%	6/38 16%				
2nd									15/41 37%	15/43 35%	26/51 51%	21/53 40%	18/54 33%	
3rd											10/42 24%	15/43 35%	15/40 18%	12/38 32%
4th														
5th	20/62 32%	20/62 32%	21/59 36%	17/62 27%										
ALL	66/308 21.4%	80/307 26.1%	86/304 28.3%	49/171 28.7%	95/325 29.2%	110/330 33.3%	91/316 28.8%	51/180 28.3%	85/262 32.4%	63/326 19.3%	65/253 26%	92/298 31%	68/295 23%	36/136 27%

Class of 2020, 2030, 2031, 2032, 2033



## 2021-2022 Phase Two: School Assurances

2021-22 Phase Two: School Assurances

**Maryville Elementary School**

**Ann Hance**

4504 Summers Drive  
Louisville, Kentucky, 40229  
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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## 2021-2022 Phase Two: School Safety Report

2021-22 Phase Two: School Safety Report

**Maryville Elementary School**

**Ann Hance**

4504 Summers Drive

Louisville, Kentucky, 40229

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)?

## 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.

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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 9/1/2021

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 8/9/2021

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)
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## 2021-2022 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

**Maryville Elementary School**  
**Ann Hance**  
4504 Summers Drive  
Louisville, Kentucky, 40229  
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?

District Mission: To inspire and equip our students to succeed in life. School Mission: A family growing together in a safe, loving place to empower our students for success. We live this mission out by embodying the following three words: Motivate. Empower. 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?

Maryville's top two priorities for professional development that support continuous improvement are Guided Reading and Word Study PD and Math Instructional Strategies PD.

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

Our school goals include novice reduction in reading and math and proficiency increase in reading and math. These goals are reflected in our Comprehensive School Improvement Plan.

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 grow their knowledge around Jan Richardson's guided reading and word study models. They will implement these models to meet the diverse literacy needs of students.

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

Novice reduction and proficiency increase in reading for all students. Teachers will understand and implement Jan Richardson's guided reading and word study models for all students.

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.

novice reduction and increased proficiency

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

certified teachers; interventionists; instructional assistants

---

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

students, teachers, interventionists, assistants, leadership team

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

part-time guided reading coach; guided reading materials, word study materials

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

Teachers, interventionists, and instructional assistants will be coached throughout the year to continue support.

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 literacy data-running records, letter/sound inventory, word study inventory, PASS; common formative and summative reading assessments; CASE reading; KPREP 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.

Teachers, interventionists, and instructional assistants will learn effective math instructional strategies to implement into daily math instruction.

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

Teachers will implement concrete and semi-concrete math strategies to increase student math 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.

novice reduction and increased proficiency



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

certified teachers, interventionists, and instructional assistants

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

students, teachers, interventionists, instructional assistants, leadership team

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

part-time math instructional coach; bby Publications math resources

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

Teachers, interventionists, and instructional assistants will be coached throughout the year to support continued growth and learning.


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.

common formative and summative math assessments; CASE math; KPREP math

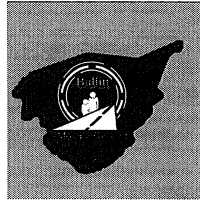
6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in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

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>MES PD Plan 2022-2023</u>		.

## ***Bullitt County Public Schools***



### **Professional Development Plan 2022-2023**

**School Name: Maryville Elementary**

**Date: 11/23/2021**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2022-2023 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2022-2023**

<b>School</b>	Maryville Elementary
<b>Planning Process Participants</b>	Ann Louise Hance, Principal Carrie Compton, Instructional Coach Kaet Barron, Counselor
<b>Description of Overall Needs Assessment</b>	Surveys, classroom observations, instructional data, and perception data were used to determine school improvement needs, thus driving PD priorities.
<b>Description of Planning Process</b>	Certified staff completed a survey on PD needs for the 2022-2023 school year. The leadership team reviewed these surveys to develop learning opportunities that aligned with current school and district initiatives, specifically the CSIP and DSIP.

**Final Plan Due to Assistant Superintendent: May 1, 2022**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2022-2023**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
A new points system was introduced to students to replace our money system within PBIS. This year, houses will be introduced to build culture and community throughout the building.	PBIS / Culture Building	Teachers will learn about the House System from our Culture Committee and how it will be implemented into our PBIS system. Ongoing support to build House spirit and develop opportunities for our students will continue throughout the school year.	Teachers, interventionists, and instructional assistants will understand and implement the school-wide houses with our PBIS system.  Teachers will incorporate our PBIS points system into our school wide houses.	July 30, 2021 3 hours  August 2021-May 2022 ongoing	N/A	
CASE and common formative and summative assessments have demonstrated a need to grow teacher pedagogy around word study.	Word Study & Guided Reading	Teachers will grow knowledge around Jan Richardson's guided reading and word study from Margie Linde, our guided reading instructional coach. She will provide ongoing	Teachers, interventionists, and instructional assistants will understand and implement Jan Richardson's guided reading and word study model.	August 2/3 6 hours  August 2021-May 2022 ongoing	~\$20,000 Title I ~\$10000 ESSER Learning Forward	

		learning and coaching opportunities throughout the year. Our full time instructional coach will support this learning.				
CASE and common formative and summative assessments have demonstrated a need to grow teacher pedagogy around math instruction and place value.	Math Instructional Strategies / What's My Place? What's My Value?	Teachers will learn from Libby Pollett with bby Publications to grow knowledge around effective math instructional strategies and place value. She will provide ongoing learning and coaching opportunities throughout the year.	Teachers will understand and implement bby Publication's What's My Place? What's My Value?	August 2/3 6 hours  August 2021-May 2022 ongoing	~\$20000 Title I	



## 2021-2022 Phase Three: Executive Summary for Schools

2021-22 Phase Three: Executive Summary for Schools

**Maryville Elementary School**

**Ann Hance**

4504 Summers Drive  
Louisville, Kentucky, 40229  
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?

Maryville Elementary School (MES) is located in Northern Bullitt County, KY. MES is an urban, community school located in the center of a neighborhood, where many students still walk or ride their bicycles to school. Many of the students attending MES are second/third generation, and the families have a strong tie to the school. School attendance has been a focus over the last few years to reinforce the strong correlation between attendance and school success. Our current enrollment is down this year and sits around 300, and being an identified Title I school, our free and reduced lunch population stays around 70%. An average of 20% of our population has an identified disability. The average school attendance for the past few years is around 96.5%. Our certified staff sits at 25, and our classified staff sits at 17, with an average of 11 teaching years experience. MES underwent a massive renovation 4 years ago, and we are collaborating with the community and PTA to continue fundraising for our playground.

### 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.

Maryville Elementary School (MES) believes in the importance of addressing the whole child by meeting emotional, behavioral, and academic needs, while still holding all students to high expectations. MES' mission statement, which was rewritten August 2019, reads: A family growing together in a safe, loving place to empower our students for success. We live this mission out by embodying the following three words: Motivate. Empower. Succeed. This year, all students and staff were split into three different "houses" formed after motivate, empower, succeed. These houses are working to build student and staff engagement and compliment our school culture and climate. Recently, the school pledge and school-wide behavior expectations were updated by staff and students using "Patriot PRIDE." Our exceptional faculty and staff demonstrate excellence in teaching and a sincere commitment to meeting the needs of each individual student.

### Notable Achievements and Areas of Improvement

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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.

Maryville Elementary School is one of few Bullitt County schools to earn the Gold Status of PBIS implementation from the University of Louisville. Our school counselor has been recognized as the Kentucky School Counselor of the Year. The majority of our primary teachers, Instructional Coach, and Principal have been honored as laureates through the Bellarmine Literacy Project. There are a number of National Board Certified Teachers, and one teacher with her Doctorate. Our main focus for improvement is novice reduction and increased proficiency in reading, math, and writing.

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)
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## 2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Maryville Elementary School**

**Ann Hance**

4504 Summers Drive  
Louisville, Kentucky, 40229  
United States of America

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## 2020-21 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.

### 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 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

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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 closure, 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.

### Using the Comprehensive School Improvement Plan Template

- 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.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A


### ATTACHMENTS

#### Attachment Name

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 MES 2021 CSIP Goal Builder

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>MES 2021 CSIP Goal Builder</u>		.