



## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_09092021\_07:44 MWES

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**MT. Washington Elementary**  
**Julie Shumaker**  
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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.

Julie Shumaker 9/9/21



## 2021-22 Phase Two: The Needs Assessment for Schools\_10182021\_10:36

2021-22 Phase Two: The Needs Assessment for Schools

**MT. Washington Elementary**  
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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.

There is a data protocol in place that is used regularly to analyze data during staff meetings, PLC's and Team facilitator meetings. The PLC teams meet once a week to examine both summative and formative assessments. This protocol is used to drive the next steps in instruction for reteaching opportunities or enrichment. The SBDM Council examines data with a different lens. This data is an overall picture of the school, rather than individual student progress. There are four SBDM committees that serve four purposes/ functions for the building. These committees use a variety of data based on their purpose and goals. The admin leadership team meets weekly to discuss data relating toward progress regarding our PDSAs as well as committee

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discussions and goals. PDSAs are updated based on that review and new action plans are put into place. There is a data protocol in place that is used regularly to analyze data during staff meetings, PLC's and Team facilitator meetings. The PLC teams meet once a week to examine both summative and formative assessments. This protocol is used to drive the next steps in instruction for reteaching opportunities or enrichment.

## 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 attached

## **ATTACHMENTS**

### **Attachment Name**

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 21-22 MWES CIP needs assessment

## 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.



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See attached

### 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 attached

### **ATTACHMENTS**

#### **Attachment Name**

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 21-22 MWES CIP needs assessment

### Strengths/Leverages

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

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

See attached

### 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

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## 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.

See Attached

### **ATTACHMENTS**



#### **Attachment Name**

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 21-22 MWES CIP needs assessment

 MWES Key Elements Chart Evidence

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>21-22 MWES CIP needs assessment</u>		<ul style="list-style-type: none"><li>• 2</li><li>• 4</li><li>• 6</li></ul>
 <u>MWES Key Elements Chart Evidence</u>		<ul style="list-style-type: none"><li>• 6</li></ul>

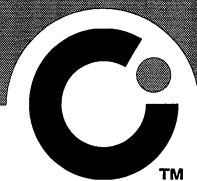
Academic Data	K-PREP 2020-2021	CASE Data, Spring 2021	State Data 2020-2021	K-PREP 2018-2019
Elementary Reading (all students)	42.2% P/D	53.3% P/D	39.5% P/D	65.0% P/D
Elementary Math (all students)	33.3% P/D	41.4% P/D	31.4% P/D	54.7% P/D
Elementary Writing (all students)	67.1% P/D		39.8% P/D	44.1% P/D
Elementary Science (all students)	NA		25.1%P/D	NA
Elementary Social Studies (all students)				NA
Students w/Disabilities Reading		41.7% P/D	25.5% P/D	40.5% P/D
Students w/Disabilities Math		22.2% P/D	21.4% P/D	24.3% P/D
Students w/Disabilities Writing			16.6% P/D	10.0% P/D
Students w/Disabilities Science			17.4% P/D	NA
Students w/Disabilities Social Studies				NA
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
EL Elementary Reading		0.0% P/D	23.7% P/D	42.3% P/D
EL Elementary Math		11.7% P/D	19.1% P/D	36.5% P/D
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Economically Disadvantaged Reading		44.9% P/D	30.4% P/D	62.6% P/D
Economically Disadvantaged Math		24.0% P/D	17.9% P/D	44.0% P/D
Economically Disadvantaged Writing			30.5% P/D	24.2% P/D
Economically Disadvantaged Science			17.9% P/D	
Economically Disadvantaged Social Studies				
Non-Academic Data	2020-2021	2019-2020	State Data 2020-2021	2018-2019
Behavior	98% of students do not have behavior events	The district averages 86.6% of students that do not have one behavior referral	3.1% of students have behavior events	93% percent of students who do not have one behavior referral.
Student Attendance	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 19-20 was 94.58%. (Through March 16, 2020. After March 16, 2020 was participation only due to the pandemic.)	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 18-19 was 96.24%.
Teacher Attendance	The average daily attendance for certified teachers district wide was 94.7. (This Includes virtual instruction due to Quarantines and NTI.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.	86.5% (Up until March 13)		The average certified teacher attendance is 94.53%. (This includes emergency, personal, and sick leave only.)

Key Elements of the Teaching and Learning Environment - MWES

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> 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?	<ul style="list-style-type: none"> <li>-Calendar events</li> <li>-Pacing guides for elementary</li> <li>-ODW K-12 vertical alignment housed in MasteryConnect</li> <li>-Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resource</li> <li>- PLC committee meets monthly to grow as leaders and instruction</li> </ul>
<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 district?	<ul style="list-style-type: none"> <li>-Eleot data walkthrough</li> <li>-PLC Check-ins with principals; Solution Tree training through LTM's</li> <li>-District instructional coaching program (special education, digital learning, and reg. education)</li> <li>-Created a math committee to work on math fluency within the classroom.</li> <li>-Focus on Coteaching to maximize student growth</li> </ul>
<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?	<ul style="list-style-type: none"> <li>-CASE benchmark assessment (3 times a year)</li> <li>--MasteryConnect-items bank</li> <li>-ODW District Assessment</li> <li>-Early Literacy Assessment - PASS and Brigance Protocol</li> <li>-DRA</li> </ul>
<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?	<ul style="list-style-type: none"> <li>-ODW Trimester Data Review</li> <li>-PLC Check-Ins and Look and Listen data</li> <li>-Use of CFA in PLC meetings (both pre and post assessment)</li> </ul>
<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"> <li>-PBIS is in all schools-tiered fidelity report</li> <li>-MTSS/ PBIS meetings monthly</li> </ul>

Key Elements of the Teaching and Learning Environment - MWES

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?	-Our Master schedule reflects using all support staff to assist with literacy.
<b>KCWP 6: Establishing Learning Culture and Environment</b> 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?	-Principal Points (weekly email to staff) celebrations/ expectations and data share. -PBIS committee works on behavior expectations and culture of the students and staff -Graduate Profile competencies -Continual touches on PBIS



2021-22 Phase Two: School Assurances\_10182021\_10:32

2021-22 Phase Two: School Assurances

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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\_10182021\_10:34

2021-22 Phase Two: School Safety Report

**MT. Washington Elementary**  
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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. SBDM approved the emergency plan on Tuesday, September 21, 2021

#### **ATTACHMENTS**

**Attachment Name**

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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, both Mt. Washington fire and police have a copy.

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, they are posted near the door of every room in the building.

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, they are posted on the evacuation maps listed above. These maps are found inside the classroom by the doors.

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, it is stated in the emergency plan and on the hand held card in the classroom located on the wall in the classroom.

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, the SBDM team met in May 18, 2021 to review the emergency plan.


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, this was shared opening day, Monday, August 9th.

## **ATTACHMENTS**

### **Attachment Name**

 Opening day agenda

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)?

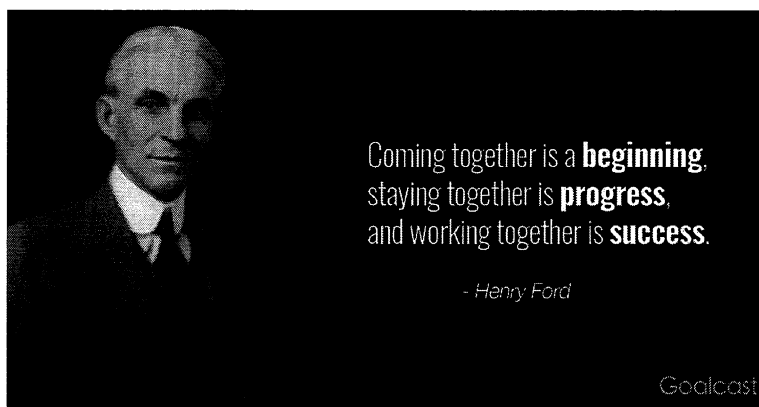
*If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

yes

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Opening day agenda</u>	This agenda shows that the emergency plan was reviewed with the staff prior to the start of school.	• 8
 <u>SBDM agenda</u>	This is the agenda from the SBDM meeting, showing that the emergency was covered during this meeting.	• 1

Opening Day  
8/9/2021  
**Every Child Every Day!**



When	What/ Who	Where	Why
8:15??	Treats!! Sign In	Teachers Lounge	Because COTC Loves you
8:30 - 9:15	Welcome, celebrations and Community Agreement - Shumaker <u>MWES HUB</u> -Bickley Attendance- Lyn Finance- Jill FRC- Rebecca Flower Fund- Raque/Combs \$20 Venmo: @careycombs	Gym	Together
9:15 -9:40	Expectations for the 2021-2022- Shumaker		District/MWES expectations
9:40- 10:40 9:45-10:00 10:05-10:20 10:25-10: 40	<b>Stations:</b> (15mins) <ul style="list-style-type: none"> <li>• <u>Supervision plan/</u> SBDM</li> <li>Committees: Bickley</li> <li>• <u>Evaluations</u> - Shumaker</li> <li>• <u>Morning Meeting/ Afternoon Reflection</u> - Franklin/Adams</li> </ul>	Group 1: Gym Group 2: primary learning lab Group3: library	District/State expectations
10:40-11:00	School Safety Plan- Shumaker/Bickley <u>2021-2022 Inventory of Skills</u>	Gym	Safety
11:00-11:15	Staff Pictures	Gym	Because you are

Opening Day  
8/9/2021  
**Every Child Every Day!**

			BEAUTIFUL
11:15-12:15	Lunch	???	mmmm
12:20-3:10	Safe Schools Training Get Ready for Tomorrow	Classroom	State requirement
3:35-3:45	Reflection : <u>Opening Day Plus/Delta</u> Please take a few minutes to complete the reflection.	Online	Provide feedback

**Groups for stations:**

Group 1: teachers of grades 1,3,5 and related arts

Group 2: teachers of grades K,2,4 and sped

Group 3: all classified

Mt. Washington Elementary  
SBDM Agenda  
September 21, 2021 at 5:15  
Every Child Every Day

- I. Opening Business
  - a. Call to Order
  - b. Approval of the Agenda
  - c. Meeting Norms
  - d. Approval of previous meeting's Minutes
  - e. Good News Report:
  
  - f. Public Comment
- II. Student Achievement Report/Data - CASE testing
- III. Review plans: Emergency and School Profile Report
- IV. Budget
  - a. July
  - b. August
- V. Committee Reports- this year's plan
- VI. Bylaw or Policy Review/ Readings/ Adoption
  - a. School Day and Week Schedule Policy- revised
  - b. Discipline, classroom management, and school safety.- revised KASC suggestions (Tabled from last meeting)
- VII. Old Business
- VIII. New Business
- IX. Adjournment

Academic Data	K-PREP 2020-2021	CASE Data, Spring 2021	State Data 2020-2021	K-PREP 2018-2019
Elementary Reading (all students)	42.2% P/D	53.3% P/D	39.5% P/D	65.0% P/D
Elementary Math (all students)	33.3% P/D	41.4% P/D	31.4% P/D	54.7% P/D
Elementary Writing (all students)	67.1% P/D		39.8% P/D	44.1% P/D
Elementary Science (all students)	NA		25.1% P/D	NA
Elementary Social Studies (all students)				NA
Students w/Disabilities Reading		41.7% P/D	25.5% P/D	40.5% P/D
Students w/Disabilities Math		22.2% P/D	21.4% P/D	24.3% P/D
Students w/Disabilities Writing			16.6% P/D	10.0% P/D
Students w/Disabilities Science			17.4% P/D	NA
Students w/Disabilities Social Studies				NA
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Elementary Reading		0.0% P/D	23.7% P/D	42.3% P/D
Elementary Math		11.7% P/D	19.1% P/D	36.5% P/D
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Economically Disadvantaged Reading		44.9% P/D	30.4% P/D	62.6% P/D
Economically Disadvantaged Math		24.0% P/D	17.9% P/D	44.0% P/D
Economically Disadvantaged Writing			30.5% P/D	24.2% P/D
Economically Disadvantaged Science			17.9% P/D	
Economically Disadvantaged Social Studies				
Non-Academic Data	2020-2021	2019-2020	State Data 2020-2021	2018-2019
Behavior	98% of students do not have behavior events	The district averages 86.6% of students that do not have one behavior referral	3.1% of students have behavior events	93% percent of students who do not have one behavior referral.
Student Attendance	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 19-20 was 94.58%. (Through March 16, 2020. After March 16, 2020 was participation only due to the pandemic.)	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 18-19 was 96.24%.
Teacher Attendance	The average daily attendance for certified teachers district wide was 94.7. (This Includes virtual instruction due to Quarantines and NTI.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.	86.5% (Up until March 13)		The average certified teacher attendance is 94.53%. (This includes emergency, personal, and sick leave only.)

Key Elements of the Teaching and Learning Environment - MWES

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> 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?	<ul style="list-style-type: none"> <li>-Calendar events</li> <li>-Pacing guides for elementary</li> <li>-ODW K-12 vertical alignment housed in MasteryConnect</li> <li>-Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resource</li> <li>- PLC committee meets monthly to grow as leaders and instruction</li> </ul>
<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 district?	<ul style="list-style-type: none"> <li>-Eleot data walkthrough</li> <li>-PLC Check-ins with principals; Solution Tree training through LTMs</li> <li>-District instructional coaching program (special education, digital learning, and reg. education)</li> <li>-Created a math committee to work on math fluency within the classroom.</li> <li>-Focus on Coteaching to maximize student growth</li> </ul>
<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?	<ul style="list-style-type: none"> <li>-CASE benchmark assessment (3 times a year)</li> <li>--MasteryConnect-items bank</li> <li>-ODW District Assessment</li> <li>-Early Literacy Assessment - PASS and Brigance Protocol</li> <li>-DRA</li> </ul>
<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?	<ul style="list-style-type: none"> <li>-ODW Trimester Data Review</li> <li>-PLC Check-Ins and Look and Listen data</li> <li>-Use of CFA in PLC meetings (both pre and post assessment)</li> </ul>
<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"> <li>-PBIS is in all schools-tiered fidelity report</li> <li>-MTSS/ PBIS meetings monthly</li> </ul>



## Key Elements of the Teaching and Learning Environment - MWES

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?	-Our Master schedule reflects using all support staff to assist with literacy.
<b>KCWP 6: Establishing Learning Culture and Environment</b> 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?	-Principal Points (weekly email to staff) celebrations/ expectations and data share. -PBIS committee works on behavior expectations and culture of the students and staff -Graduate Profile competencies -Continual touches on PBIS



## 2021-22 Phase Three: Professional Development Plan for Schools\_11232021\_12:57

2021-22 Phase Three: Professional Development Plan for Schools

**MT. Washington Elementary**  
**Julie Shumaker**  
9234 Hwy 44 E  
Mount Washington, Kentucky, 40047  
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?

Every Child Every Day!! Our school works to empower students to become life long learners by providing a nurturing learning environment. Our faculty and staff demonstrate excellence in teaching and a commitment to meeting the needs of each student.

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

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through the development of goals, objectives, strategies and activities.

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

Our top two priorities are improving math and reading instruction. Math has been a focus since the 2019-2020 school year and with the Pandemic slowing our ability to receive current normed referenced data, we are going to continue that focus. Math scores have slowly been declining over the years. With the Pandemic, our reading scores have also dropped. The district has taken a huge initiative to correct the dropping reading scores. They have secured a partnership with a local university to further develop teachers' literacy pedagogy as well as other opportunities. As a building we have been looking into several different companies that will assist and help with our math scores.

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

If we increase the pedagogy in both reading and math instruction, then we will develop stronger students in these areas. Hence this will raise our scores on the KPREP assessment. During the 2020-2021, we developed a math committee to begin working on fluency and now examining programs that will assist our teachers. We will continue to utilize professional development days along with PLC's to look at the sequence that math is being taught at MWES. The math committee will meet monthly to plan these PD days. Since the district has a focus on reading strategies we will utilize the instructional coach to help guide and inform our teachers of all district offerings.

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

Our first priority is math, our goal it to give the teachers professional development on both fluency and math practices. We have worked closely with OVEC to provide professional development in the area of math fluency during the 2019-2020 school year. This year we have created a committee to help address the math needs and standards in our Professional Learning Communities. We will also continue to look for affordable, influential professional development presenters or programs for our teachers.

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

Our ultimate result is to develop our students as proficient mathematical thinkers by the time they move onto middle school. The goal for our teachers is they will regularly use mathematical vocabulary and become more fluid with multiple strategies to solve math problems. The teachers have also implemented fluency regularly into their daily math lessons. They will also continue vertical discussions to help build consistency.

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.

We will use several data points as indicators of success. We will use KPREP, CASE test, and common formative assessments that our teachers have created. In order to achieve this goal we will utilize our data protocol to determine areas of need in order to best instruct our students. Since fluency is a new initiative for our teachers, we have been working on how to track and assess our students' growth.

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

Our targeted audiences will be all classroom teachers (including special education teachers) and our support staff.

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

Our staff and students will be impacted by this professional development. The teachers will be impacted by gaining confidence and a deeper understanding of math pedagogy. Our students will be impacted by becoming more proficient in their math abilities and vocabulary.

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

Funding is always a need. However, we can use SBDM funds and use the Council to approve some spending for professional development and supplements. Our hope is to secure a presenter to speak about math interventions for students.

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

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We will utilize the Professional Learning Community to focus on data and improvement of instruction. The instructional coach will offer coaching cycles and opportunities for modeling best practices in the classroom. The administrative team will continue to use professional development days and staff meetings to bring in new pedagogy and resources for the staff.

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.

Professional development will be monitored with the use of a plus/delta after meeting with the staff. The Plus/Delta gives us the opportunity to reflect on how the meeting went as well as our next steps. Another form of data that can be collected can be through classroom observations. These observations can be formal, informal and with the use of the ELEOT tool. The teachers and administrative team can use the students' common formative assessment data to further their instruction.

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.

Reading levels of our students has been greatly impacted by the Pandemic. Our building has been faced with more students not reading at grade level. This is also true district wide. Our district has put a huge focus on reading and improving our teachers' pedagogy. We will continue to work on guided reading groups and how to best meet the needs of our students. As a building part of our PL plan will be how to best use a co-teaching model during guided reading times.

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

Our ultimate result is to develop our students as proficient or distinguished readers by the time they move onto middle school. We want our students to see reading as a way to comprehend thoughts and ideas as well as a be able to understand facts from informational text. An ultimate goal would be that all our students be life long readers.

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.

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We will use several data points as indicators of success. Those data points will come from KPREP, DRA scores and CASE assessments. These three data points will help drive our decisions on instructional practices to meet the needs of all students.

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

Our targeted audiences will be all teachers (classroom, special education, and related arts) and our support staff. Most of this professional development will be led by the district and the instructional coach.

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

Our teachers and students will be impacted by this professional development. The teachers will be impacted by gaining confidence and a deeper understanding of teaching reading. Our students will be impacted by learning good reader strategies for becoming more proficient readers.

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

Funding is always a need. However, we can use SBDM funds and use the Council to approve some spending for professional development and supplemental reading material.

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

Based on our professional development initial reflections the admin team will utilize Bullitt Days to share resources and instructional follow up. PLCs will have a focus on data and discussion for improvement of instruction which allows for ongoing support from colleagues and admin. The instructional coach will offer coaching cycles and opportunities for modeling of best practices. The administrative team will continue to use professional development days and Bullitt Days to bring in new pedagogy and resources for the staff.

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.



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Professional development will be monitored with the use of a plus/delta after meeting with the staff. The Plus/Delta gives us the opportunity to reflect on how the meeting went as well provide feedback and prepare our next steps. Classroom observations focused on reading instruction will also be a piece of evidence that will be utilized in Admin PLCs to monitor reading practices. These observations can be formal, informal and include the use of the ELEOT tool. The teachers and administrative team can use the students' writing assessment data to further their instruction.

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)
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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_10272021\_13:52

2021-2022 Phase Three: Comprehensive School Improvement Plan

**MT. Washington Elementary**  
**Julie Shumaker**  
9234 Hwy 44 E  
Mount Washington, Kentucky, 40047  
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.

- Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
- 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.

Every Child Every Day!! Our school works to empower students to become lifelong learners by providing a nurturing learning environment. Our faculty and staff demonstrate excellence in teaching and a commitment to meeting the needs of each student. Our staff at MWES may not be able to recite the full mission statement word for word, but they live and breath these words.

### **ATTACHMENTS**

#### **Attachment Name**

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## MWES Jan.-Dec. 2022 CSIP Plan

### 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>MWES Jan.-Dec. 2022 CSIP Plan</u>		



## A Comprehensive School Improvement Plan (CSIP)

### 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 Goal:** By 2025 MWES will increase the number of students scoring in proficient and distinguished in mathematics from 49.4% to 63.2%.
- **Gap Goal:** By 2025 MWES will increase the number of economically disadvantaged scoring in proficient and distinguished in reading from 58.3% to 69.7% .
- **Growth Goal:** By 2025 MWES will decrease the number of students scoring apprentice in reading from 35.1% to 25.1% and in math from 24.4 to 19%.

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)
Gap Goal: Currently MWES economically disadvantaged students have hovered around 40% proficient/distinguished in reading for the past several years (38.3, 43.8, 41.3, 44.0, and 41.7)	MWES will increase the number of economically disadvantaged students scoring proficient and distinguished in reading from 38.3% to 43.0% by spring 2022. (Gap Group)	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data KCWP 5: Design, Align, Deliver Support Processes: What systems are in place to ensure appropriate academic interventions are taking place? What data points inform modification to curriculum and instructional practices?	Professional Learning Communities (PLC). The PLC's will analyze data and develop strategies and groups based off of data. Continue to offer PD on the Workshop model  Time in the school day for Reteaching or enrichment of standards	Common Formative and Summative Unit Assessments,  Use of standards tracker for students mastery level per standard/learning target	\$0	N/A
Growth Goal: Currently MWES has been sporadic in the percentage of students scoring apprentice in math and reading for the past few years: 39, 36.4, 30.9, and 35.1 for math	MWES will decrease the number of students scoring apprentice in math from 38.1% to 31% and reading percentage from 39% to 32% by spring 2022. (Growth Goal)	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase the quality of math instruction.	Guided Reading instruction shall target fluency and comprehension.  Professional Learning Communities (PLC). The PLC's will analyze data and develop strategies	Developmental Reading Assessment (DRA)  Common Formative and Summative Unit Assessments	\$0	

38, 23.2, 22.8, and 24.4 for reading.		KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	and groups based off of data. Continue to offer PD on the Workshop model  Time in the school day for Reteaching or enrichment of standards  Continual PD in the instructional process	Use of standards tracker for students mastery level per standard/learning targets.		
Proficiency Goal: Currently MWES has been sporadic in the percentage of students proficient/distinguished in math for the few years (33.3, 41.3, 54.7, and 49.4).	MWES will increase the number of proficient/distinguished in math percentage for all students group from 33.3% to 40.0% by spring 2022. (Proficiency Goal)	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase the quality of math instruction.  KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Instruction shall target Mathematical Practices with a focus on problem solving. Utilize the OVEC associated with math delivery of instruction.  Professional Learning Communities (PLC) Teachers will meet to discuss math instructional needs to evaluate math instruction for effectiveness to ensure students are receiving the rigorous and aligned math curriculum	CASE assessment results  Common Formative Assessments  Eleot Walkthrough  Use of standards tracker for students mastery level per standard/learning targets.  Use of PLC process Look and Listen Survey/Data	\$0	

			<p>Create a Math committee to focus on Professional development for the entire staff</p> <p>Set time each day for students to work on fluency</p>			
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**Separate Academic Indicator**

- SAI Goal : By 2025 MWES will increase the number of students scoring proficient and distinguished in writing 67% to 75.1%.

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 the percentage of students scoring Proficient/Distinguished in the past few years have been 50.0, 44.1, and 35.3.	MWES will increase the writing percentage of proficient/distinguished students from 67% to 70% by spring of 2020.	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or	Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to	Curriculum-Based Measurement (CBM) Fall 2020, Winter 2020, Spring 2021  On-Demand Writing Scrimmage Analysis	\$0	

<p>This past year we have seen tremendous growth in writing. 67% were proficient/ distinguished.</p>		<p>address needs through the analysis of data. KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase quality of writing instruction.</p>	<p>meet the needs of the students.</p> <p>Implement a curricular plan using research-based resources to assist in vertically aligning standards and curriculum through the leadership and development of a writing committee(building wide)</p> <p>The writing committee will continue to meet to develop professional development for the staff</p>	<p>Fall 2020, Spring 2021, Fall 2021</p> <p>Eleot Walk Throughs</p> <p>Use of PLC process Look and Listen Survey/Data</p> <p>Agenda and feedback (plus/delta, survey, etc.)</p>		
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## 2021-22 Phase Three: Executive Summary for Schools\_10272021\_13:51

2021-22 Phase Three: Executive Summary for Schools

**MT. Washington Elementary**  
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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?

Mt. Washington Elementary (MWES) is located in Mt. Washington, Kentucky. This beautifully remodeled building has an enrollment of 575 students and about 60 staff members. Mt. Washington is located in Bullitt County, the school district includes 13 elementary schools, 6 middle schools, and 3 high schools, the Bullitt Advanced Math and Science (BAMS) Center and the Career Readiness Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district. On average spending per pupil is \$8,902 per school year. The student/teacher ratio is 18:1. The educational qualifications of the teaching staff includes 23.1% having a BA, 65.1% having a M.A, 12% having a Rank certification and 2 National Board Certified teachers. The community is growing quickly as many new houses are being built. In the last three years over a hundred new homes have gone into new developments. The community is proud of their elementary school, and boasts six thousand hours of volunteer hours in the 2019-2020 school year. A unique challenge that all of the schools located in Mt. Washington has is a quickly growing population and how to accommodate the students and families needs. Attached is the school report card indicating the demographics of MWES.

### School's Purpose

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

The School's purpose statement, in short, is "Every Child - Everyday". The vision statement is "to empower all members of our learning community to strive for excellence as they develop into successful, engaged, lifelong learners." The mission statement is "to provide all students the opportunity to participate in engaging, rigorous and collaborative learning activities. Our learning community will work to equip students to become reflective, lifelong learners, and successful leaders of the 21st century." Our school fully embraces the Positive Behavior Interventions and Support (PBIS) school wide expectations: Be Respectful, Be Responsible, Be Cooperative, Be Your Best. Students are reminded daily and praised for following the Braves Expectations. They are rewarded with verbal praise and Braves "Bucks". The clip chart, which is used school-wide, helps the students to self monitor their behavior, as well as encourages them to continue to make the best choices. The



'Braves Bucks' allow students to make decisions about spending or saving their bucks. We embody our vision/mission statements with programs such as Character Education, Core Plus time in reading and in math, MTSS for both academics and behavioral, PLCs (Professional Learning Community) collaborative teaching with special education teachers, and collaborative teaching with our gifted and talented teacher. This school year our school has a 1:1 ratio of Chromebooks for all students, and there are interactive boards in all classrooms.

### 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.

Historically, Mt. Washington Elementary has been very proud of their students' academic performance on the KPREP tests. In the 2016-2017 testing cycle, the school attained a Distinguished rating. The 2017-2018 KPREP scores gave us a rating of "Other", which was the desired rating from the state at that time. We do not have KPREP data from 2019, as we were in a Pandemic and all state assessments were cancelled. In 2019, our school received recognition from the US Department of Energy for making great strides in energy conservation. Our yearly attendance rate consistently exceeds 95%. Our teachers often receive grants to supplement student learning, particularly in the area of technology, arts and humanities. MWES has a supportive Family Resource Center who assists our staff, students and families diligently removing barriers to student achievement. Areas of improvement: In the spring of 2020, our school was forced to go into NTI non traditional instruction. This method of instruction was used through the end of school in May. We also have started our school year in remote learning, but made many improvements to our approach to teaching in this style. The team will continue to provide training to the entire school staff related to Trauma Informed Care. Improving our instruction is always at the forefront of our minds. Writing and math continue to be our school wide focus area for improvement. In the spring of 2018 our school formed a committee to analyze our writing curriculum and make recommendations based on their findings. The 2021-2021 school year, now has four committees: writing, mathematics, MTSS behavior and PLC lead. These committees are all charged with a specific task for our school improvement and growth. These committees are responsible for planning professional development days as well as the creation the professional learning plan. A final area of improvement is for the admin. team is develop more effective ways to monitor the effectiveness of our programs both academically and behaviorally. This monitoring will help drive the four committees' work.

### 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.

Not available

### Additional Information

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

Nothing to add, thank you.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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