2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09282021_17:22

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Allen County Intermediate Center
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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.

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Please enter your name and date below to certify.
    David Shawn Holland, 9/28/21

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2021-22 Phase Two: School Safety Report

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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)?

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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

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7. Was the school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

Yes

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

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

Yes

9. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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.

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Yes

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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**
- o No
- o N/A
COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **● Yes**
- o No
- o N/A
COMMENTS

Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **● Yes**

o No

o N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**

o No

o N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

o No

o N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

o No

o N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- **● Yes**
- o No
- o N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **● Yes**
- o No
- o N/A

COMMENTS

9. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
o No
o N/A
COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**
o No
o N/A
COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
o No
o N/A
COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
o No
o N/A
COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **● Yes**
- o No
- o N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- **● Yes**
- o No
- o N/A

COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

o Yes

o No

● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

    o Yes
    o No
    ● N/A
COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

    o Yes
    o No
    ● N/A
COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

    o Yes
    o No
    ● N/A
COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

    ○ 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

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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.

Data is first reviewed by the school administrative leadership including Shawn Holland, principal; Trey Harper, assistant principal, and Lori Tabor, instructional coach, School Counselors, Holly DeWitt and Baillie York. Once the preliminary data is broken down, the principal meets with individual groups of teachers to disseminate the findings and to begin planning for improvement. Detailed data is later shared with the SBDM council in an open meeting. Members of the SBDM council are: Shawn Holland, Principal, Baillie York, teacher; Leslie Jones, teacher; Nikki Francis, teacher; Jeremy Simmons, parent; and Allison Edwards, parent. Data is also sent home to all parents regarding our status as a school. A report is also given

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to the Allen County Board of Education at a regular board meeting in October. Individual student data is reviewed by classroom teachers and shared with parents at fall parent conferences. PLC's and the academic action team review K-PREP and Mastery Connect data to close gaps and ensure students are meeting grade level standards.

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.

Current K-PREP reading data shows that 38.3% of students are scoring proficient or distinguished while 37.9% are scoring novice. Math K-PREP data shows that 28.4% of students scored proficient or distinguished compared to 27.7% were novice. 21.7% of 4th graders scored proficient or distinguished in science while 14.1% were novice. In writing, 23.9% of 5th grades were proficient or distinguished and 15.4% were novice. When drawing comparison with behavior from previous years, we looked at the 2019-20 behavior referrals due to the hybrid schedule used in 20-21. The current year's referrals are down (107 referrals compared to 136 referrals) when compared to the 19-20 referrals but 33% of students receiving a referral in the current year have committed multiple offenses. Student attendance is trending downward. The current attendance rate of 93.91% for the first two months of school is the lowest it has been in the past two years. At the same point in the school year, the attendance rate was 96.5% in 2018-2019 and 95.97% in 2019-2020.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

When looking at K-PREP data from the spring of 2019 compared to the spring of 2021, we found the following. Novice in reading increased from 16.6% to 37.9% while proficiency decreased from 58.4% to 38.3%. Reading for students with disabilities saw novice increase from 34.6% to 58.1% and proficiency deceased from 32.7% to 22.6%. Novice in math increased from 12.1% to 27.7% while proficiency decreased from 52% to 28.4%. Math for students with disabilities saw novice increase from 21.5% to 41.9% while proficiency decreased from 18.7% to 10.9%. Novice in science increased from 9% to 14.1 and proficiency decreased from 36% to 21.7%. When drawing comparison with behavior from previous years, we looked at the 2019-20 behavior referrals due to the hybrid schedule used in 20-21. The current year's referrals are down (107 referrals compared to 136 referrals) when compared to the 19-20 referrals but 33% of students receiving a referral in the current year have committed multiple offenses. Student attendance is trending downward. The current attendance rate of 93.91% for the first two months of school is the lowest it has been in the past two years. At the same point in the school year, the attendance rate was 96.5% in 2018-2019 and 95.97% in 2019-2020.

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.

The trend we see in most every content area is a tremendous increase in the percent of students scoring novice and a tremendous decrease in proficiency. While there are some discrepancies between student groups, our main concern is with all students when compared to assessment results from 2018-2019. 38.3% of students are proficient in reading and 37.9% are novice. 28.4% of students are proficient in math and 27.7% are novice. 21.7% of 4th graders are proficient in science while 14.1% are novice. 23.9% of students are proficient in writing while 15.4% are novice.

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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.

A higher percentage of girls and economically disadvantaged students reached proficiency in 4th grade reading when compared to the state of Kentucky. In addition, girls reached math proficiency at a higher level than did the state. Our Hispanic students reached math proficiency at a rate 11% higher than the state. Our 6th grade students outpaced the state proficiency in math by more than 10%. 15.4% of students scored novice in writing which was a huge reduction from 2018-2019. The Measurable Results Assessment indicates staff satisfaction and school belonging are an area of strength for ACIC. The MRA also shows that students have at least one trusted result and most have a positive perception of their teacher.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	PLC data and scheduled meetings with district content coaches. CASE 21 data given and reviewed three times per year. Common formative assessments using Mastery Connect.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Our Tier I curriculum is evidence based and aligned to the standards. All students have access to grade level curriculum. All students have access to Tier II and Tier III interventions when they need support in mastering the standards. We implement PEBC as a base instructional model across all curriculums and it has been well researched and proven to be an effective model.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Grade level / Subject Specific teams use PLC's to create common formative and summative assessments. Teams also administer Benchmark Assessments through Mastery Connect three times a year based on identified power standards.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Our schedule has been adapted to allow for four common planning days per week. Teachers all give common formative and summative assessments in each content. They use the common planning to analyze assessment results. In addition, teachers analyze CASE 21 benchmark data collaboratively and make adjustments to instruction based upon those results.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Using a universal screener, students needing Tier III interventions are identified three times per year. Those students are progressed monitored every two weeks and can exit Tier III when based upon data. The most powerful assessments we use are our common formative assessments created using Mastery Connect. From these, teachers provide real time Tier II

	interventions, reteach and reassess until students reach mastery. Mastery Connect tracks all standards for all students so we always have current data on their mastery of standards.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Our school is a Leader In Me Lighthouse school. We believe there is greatness in all students and give them multiple opportunities to be valued members of our school community. Students create and track both academic and personal goals in their leadership notebooks. Students have opportunities to share their progress toward those goals with their accountability partners and with families during student led conferences. We provide daily opportunities for SEL instruction with certified teachers along with weekly whole group counseling from certified school counselors. In addition, those school counselors conduct multiple small groups and individual sessions for specific student needs.

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2021-2022 Phase Three: Comprehensive School Improvement Plan

Allen County Intermediate Center
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2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

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

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

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

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template</u>.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.
Summarize the plan of action developed through your goal setting process.

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

See the attached document.

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.

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

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

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

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

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

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Allen County Intermediate Center Comprehensive School Improvement Plan 2021-2022

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

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 vement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment chools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to ss those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being ved regularly to determine the success of each strategy.

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

lose 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 . 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

The required school goals include the following.

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

ficiency Goal

.: Reading and math proficiency will increase 25% points by 2024, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
tive 1: The percentage dents scoring proficient stinguished in Reading crease by 25% points,	Key Core Work Process 1: Design and Deploy Standards	Working with the central office, the principal, instructional coaches, PLC's and individual teachers will work on core instruction (Tier I) that includes: Training, prioritizing	Participation data, observation data, implementation data	The principal will work with the instructional coaches and PLCs to monitor progress toward the objective.	$0

argeted improvement % points annually: will increase from to 83.4%	standards and deconstructing standards, including identifying the rigor of each standard.			
	Standards alignment will occur across schools in the district. Alignment will be part of every PLC discussion.	Lesson plan data, lesson study data, observation data	The principal will work with the instructional coaches and PLCs to monitor progress toward the objective.	$0
	The principal will ensure that teachers have a curriculum that research/evidenced-based and aligned to the standards.	Adoption and implementation of curriculum	The principal will work with the instructional coaches and PLCs to monitor progress toward the objective.	Section 6 funds, title funds, and ESSER funds
Key Core Work Process 2: Design and Deliver Instruction	Teachers will participate in ELA training on how to best teach reading across the curriculum.	Observation data, coaching data, teacher feedback.	Walk through observations, formal observations, quarterly reviews and coaching data.	Title funds, ESSER funds
	Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms.	Teaching strategies data, STAR data, Google survey data, KPREP data, progress monitoring data, CASE 21 data and Mastery Connect formative assessments.	The instructional coach and/or the principal will guide weekly PLC meetings to review formative data, encourage risk-taking from teachers, direct the classroom work to mastery rather than skimming of the content.	$0
Key Core Work Process 3: Design and Deliver Assessment Literacy	Teachers will participate in a training on assessment literacy. Training will include alignment between standards and assessments, backward design, and identification of rigor of assessment items. Instructional coaches will provide ongoing support to teachers to ensure alignment.	Professional learning survey and feedback forms.	Daily: Instructional coaches and principal observation data, common formative assessment/PLC data	$0
Key Core Work Process 5: Design, Align, and Deliver Support	The district will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses.	Teachers will have the option of adding personalized PD though the district website in addition to building level PD.	Staff participate in personalized PD along with school and district initiatives.	Title and ESSER funds

Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum	Weekly: Administrators and instructional coaches observe and provide feedback	$0
	PLCs will analyze the current reality of their PLC and identify next steps in moving to more effective teams.	PLC Continuum	Ongoing: Administrators and instructional coaches will provide feedback	$0
Key Core Work Process 1: Design and Deploy Standards	Various trainings for core instruction (Tier I) that includes: Content training, prioritizing standards and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by administrators and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6
	School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, planning data, observation data	Ongoing: Administrators and instructional coaches will review lessons/tasks and provide feedback.	$0
Key Core Work Process 2: Design and Deliver Instruction	Teachers will have training in teaching mathematics and Standards for Mathematical Practices (how to teach math conceptually, etc.).	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and administrators will provide feedback on teaching mathematics	$0
	Teachers will learn new instructional strategies to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, CASE 21, Mastery Connect, Google survey data.	Monthly: Administrator walk throughs and observations	$0
Key Core Work Process 3: Design and Deliver Assessment Literacy	Teachers will participate in a training on assessment literacy. Training will include alignment between standards and assessments, backward design, and identification of rigor of assessment	Professional learning survey and feedback forms.	Daily: Instructional coaches and principal observation data, common formative assessment/PLC data	$0

tive 2: The percentage dents scoring proficient stinguished in ematics by 25% points, argeted improvement % points annually: 2% to 77%

	items. Instructional coaches will provide ongoing support to teachers to ensure alignment.			
	We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change based upon formative data.	STAR data, common formative assessments, observation data	PLC's will have weekly discussions regarding the effectiveness of Tier II and III instructional strategies.	$0
Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback	$0
	PLCs will analyze the current reality of their PLCs and identify next steps in moving to more effective teams.	PLC continuum	Ongoing: Principals and instructional coaches will provide feedback	$0
Key Core Work Process 5: Design, Align, Deliver Support	The district will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses.	Teachers will have the option of adding personalized PD though the district website in addition to building level PD.	Staff participate in personalized PD along with school and district initiatives.	Title and ESSER funds

arate Academic Indicator

: Proficiency will increase in writing, science, and social studies by 35-40% points by 2024, as measured by state assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
tive 1: The percentage dents scoring proficient stinguished in writing crease by 40% points: 3.5% to 63.5%	Key Core Work Process 2: Design and Deliver Instruction	ACIC will continue with the schoolwide implementation of Writing City. Time will be allocated in the master schedule to ensure that writing occurs on a daily basis.	Observation data, implementation data, and work samples.	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals.	ESSER funds
		ACIC's Literacy Team will revise the writing policy as needed and monitor its implementation. The policy will include writing across curriculum in every content area.	Completion and implementation of writing plan.	Ongoing: Observations by school leaders and instructional coaches.	$0
		Student work will be analyzed in PLCs and teachers will provide effective feedback to move learning forward.	PLC minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	$0
tive 2: The percentage dents scoring proficient stinguished in social s will increase by 35- oints: 2.1% to 91.1%	Key Core Work Process 2: Design and Deliver Instruction	Social Studies PLCs meet weekly to analyze the standards and plan for common implementation. An emphasis will be placed on hands-on learning and increased student engagement and choice.	PLC minutes will show progress toward the standards.	Administrators and instructional coaches will provide support and feedback on the implementation.	Section 6 and ESSER
tive 3: The percentage dents scoring proficient stinguished in science crease by 35-40% : 6% to 76%	Key Core Work Process 2: Design and Deliver Instruction	Science PLCs meet weekly to analyze the standards and plan for common implementation. An emphasis will be placed on hands-on learning and increased student engagement and choice.	PLC minutes will show progress toward the standards.	Administrators and instructional coaches will provide support and feedback on the implementation.	Section 6 and ESSER

wth

: Allen County Intermediate Center will increase the indicator score for Growth by 8% points by 2024, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
tive 1: ACIC's indicator will increase from 55.0	Key Core Work Process 5: Establish Learning Culture and Environment	Designated members of ACIC staff will participate in a district level team that will develop a long-term vision that includes strategies in deeper learning, student agency, performance assessments, and other student-centered learning strategies.	Completion of strategic district-wide vision that includes deeper learning pedagogies	ACIC team members along with district Superintendent and individuals representing other schools will participate in visioning team meetings, complete book studies, visit schools/classes focused on deeper learning, host forums for public input, and focus groups for input from various stakeholders. District-wide planning with Katie Martin.	$0
	Key Core Work Processes 2: Design and Deliver Instruction	ACIC staff will participate in MTSS training to provide tiered interventions and provide differentiation of instruction aligned to student needs. Tiered services will be based on student mastery of standards of reading, writing, and math, and will change often.	Intervention plans	Weekly: PLC meetings will reflect data-driven decisions and differentiated instruction based on student needs.	$0
tive 2: ACIC will build ty in school staff in to build a more ve school culture.	Key Core Work Processes 5 Design, Align, Deliver Support and Establish a Learning Environment and Culture.	ACIC will use The Leader In Me to intentionally focus on creating and cultivating positive cultures and climates. Strategies include student voice, teacher voice, goal-setting, celebrations, traditions and onboarding of new staff with TLIM.	TLIM Measurable Results Assessment for teachers, students and parents as well as the Kentucky Impact Survey will provide feedback.	Survey results will be shared with all stakeholders as it becomes available. Results will also be analyzed by the schools Culture Action Team and Staff Lighthouse Teams.	$0
tive 3: ACIC will build cy in students through ng understanding of elves as learners.	Key Core Work Processes 5 Design, Align, Deliver Support and Establish a Learning Environment and Culture.	The ACIC Academic Action Team will establish schoolwide goals in both reading and math. Students will determine their responsibility to reach those growth goals, write	Accountability partners, student-led conferences, and individual "wildly important goals."	Visible scoreboard of progress toward the goals. Students will regularly track their progress in their Leadership Notebooks and adjust as necessary.	$0

	their lead measures and track their progress toward those goals.	

hievement Gap

: All vulnerable groups at ACIC will increase proficiency by 5% points annually in Reading, Math, and Writing, with a total of 20% points increase by 2024, as measured by state ment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
tive 1: Students with ill increase proficiency points annually, g a 20% point increase 24: ng: to 54.2% to 43.3% g: to 30.3%	Key Core Work Processes 5 Design, Align, Deliver Support and Establish a Learning Environment and Culture.	PLCs will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data. Teachers will ensure that students are aware of their IEP accommodations and know how to access them when needing assistance.	STAR reports, Mastery Connect, CASE 21, PLC minutes, and observation data, students will request appropriate accommodations and modifications in both the general education and resource setting.	Administrators and instructional coaches will monitor PLC meetings and provide coaching and feedback for improvement.	$0

| tive 2: Students who onomically antaged will increase iency by 5% points lly, totaling a 20% point se by 2024.

1g:
to 67.3%

to 56.9%

g:
to 40.5% | Key Core Work Processes 5 Design, Align, Deliver Support and Establish a Learning Environment and Culture. | PLCs will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data and students not mastering standards will receive immediate remediation. | STAR reports, Mastery Connect, CASE 21, PLC minutes, and observation data | Administrators and instructional coaches will monitor PLC meetings and provide coaching and feedback for improvement. | $0 |

nsition Readiness

: NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

duation Rate

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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?

    Our mission is Learn, Lead, 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

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assessment per <u>703 KAR 5:225</u> (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Based upon our large numbers of high risk students, our faculty overwhelmingly asked for more training in Trauma Informed Care. Our second priority is to employ Kagan Strategies building wide so our students are engaged and their agency is increased.

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

67% of our students are economically disadvantaged. Covid has had a significant impact on our students and many also come from a background of family drug abuse, incarceration, and not being in a two parent household. Trauma informed care has a direct relation to all academics and for all sub groups of students. The Kagan work is designed to improve the Tier I instruction and create student agency across all content areas.

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

Teachers will learn how to identify signs of trauma and then implement trauma sensitive practices to meet the needs of their students.

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

Students will be positively impacted by the increased and more informed support system provided by the faculty and staff. It is expected that student discipline will decrease and attendance will increase.

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.

Trauma sensitive classroom discipline Fewer number of office discipline referrals Sensory Stations available for student use in 50% of ACIC classrooms Increase in overall student attendance rates

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

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The entire faculty and staff (certified and classified) will participate in some form of this professional development related to SEL.

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

Both students and teachers will be impacted by this professional development. Teachers will develop a greater sense of empathy for their at risk population and build rapport with those students by using strategies that maximize student trust and engagement. Students will be impacted as they are provided greater opportunities to access coping strategies and reflection tools when they experience a traumatic event.

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

District personnel have already been trained to facilitate trauma informed care professional development. After the training has been provided, teachers will need the appropriate resources to incorporate Sensory Stations and other reflective tools into their classrooms. We plan to use ESSER funding to furning the sensory stations.

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

School Psychologist, School Counselor, and other Mental Health Professionals (Mountain Comp, etc.) will provided needed supports as need by students following traumatic events/experiences. A book study of "The Boy Who Was Raised As A Dog" will also deepen the staff's understanding of Trauma Informed Care, the behaviors of associated students, and the best practices for treatment.

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.

STAR data for identified students will be tracked through the year to gauge the impact of implementation as compared to same age peers. Samples of students using the SMALL STEPS Safe Spot (Step Up - Coping Cues, Step Back - Reflections, Step In - Sensory Stations) will be collected by classroom teachers and discussed during PLC's every quarter. Administration will look for strategies from the training being utilized in the classroom by teachers and students.

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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.

All certified will participate in the initial two day professional development on Kagan Strategies. District coaches will assist with implementation throughout the school year.

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

We believe that when students are highly engaged their level of academic achievement is greatly impacted. We want to implement Kagan to increase achievement and ultimately increase student agency.

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.

When planning, teachers will incorporate the tools and resources they acquire from the professional development. We will see students who are active, engaged, collaborative, and enjoy being at school.

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

All certified staff.

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

All ACIC students, teachers, coaches and administrators will be impacted.

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

Time dedicated in SBDM professional development plan and district assistance with providing the actual professional development.

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

Building and district level coaches will assist PLC's with implementation.

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.

Building level administrators will monitor for implementation. The building instructional coach will ensure that Kagan strategies are a regular discussion point during PLC's.

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

NA

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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?

Allen County Intermediate Center has a population of 698 students and serves all 4th, 5th, and 6th grade students in Allen County. We are located in south-central part of Kentucky and border Tennessee. The county seat is Scottsville. Approximately 67% of our students are economically disadvantaged and 15% receive special education services. Our grade levels each have eight or nine homerooms and work in teams of two to three teachers per team. Each team has an exceptional educational teacher who serves the students on the team who have IEPs. In addition, we have two classrooms that serve students with severe mental handicaps. We also offer related arts classes in library, computer literacy, physical education, music and art. In addition, we have a school principal, assistant principal, guidance counselor and an instructional coach. There are 32 classified staff at ACIC. We also have a full-time school resource officer, a full -time Family Resource Center coordinator, and a full time registered nurse. Our student population has changed very little the past three years. However, many of our students are transient and move back and forth between us and other school districts in Kentucky and Tennessee. Allen County Intermediate Center attained Lighthouse status as a Leader In Me School in the spring of 2019. This is the fifth year of implementation with Eureka Math and the fourth year using the Expeditionary Learning reading curriculum. Our challenges continue to be school attendance, apathy toward learning, and parental involvement. During COVID-19, these areas have only been exacerbated. Allen County Intermediate Center has led the district in attendance each of the past three years. In addition, parental involvement is slowly growing as we make more efforts to engage parents and get them into the school. We believe that by engaging our parent, overall apathy of both student and parent will decrease.

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 faculty and staff at Allen County Intermediate Center believe that there is greatness in every child. We strive each and everyday to find the greatness and unique strengths of our students. Our vision statement says that, "When students

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leave ACIC, they will be confident leaders who see challenges as opportunities to learn, and flourish both as an individual and as a member of a larger community." Our mission, "Learn, Lead, Succeed", is a driving force for the school. We sincerely believe that if students come to learn and embrace leadership opportunities, they will succeed. We have weekly time for students to learn about and practice leadership skills. We also have time weekly to showcase what they have learned. We have an intensive MTSS program and process where highly qualified teachers work to eliminate barriers to student learning. We revamped our discipline process and focus more on positive behavior and expectations than in the past. We have the "Brotherhood" which is a select group of male students with academic and behavioral challenges for whom we target to specifically teach life and school lessons. We have the female equivalent of that we call, "The Sister Squad". We believe in a well rounded education for our students. To that end, we have an exceptional music program which offers chorus and multiple opportunities for public performances. We also offer STLP for our students who are technologically minded, art club for our visual art students, and have offerings such as BETA, archery and FCA.

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.

ACIC attained Lighthouse status as a Leader In Me School in the spring of 2019. This was a huge accomplishment and did wonders for our school culture. We are currently in the process of Lighthouse recertification. Six years ago, we started an archery program; the first one in Allen County. Archery has filled a niche for many students who may not excel in other sports. The program has gained so much popularity that is has now spread to our middle and high schools. Our efforts with and focus on attendance have given us the highest attendance in our district the past four years. We are not at all satisfied with our state achievement performance. Over the next three years we want to see tremendous growth in reading, mathematics, and writing for all students at all grade levels.. Finally, by focusing on the positive, we want discipline referrals to drop by 15% each of the next three years. We want to increase student engagement and agency. We aspire to meet the SEL needs of our students and make ACIC a safe place where students can feel free to be themselves.

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.

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NA

Additional Information

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

NA