2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09262022_22:07

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• 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.

Beechgrove Elementary School

Please enter your name and date below to certify.
Andrea M. Krumpelman

Beechgrove Elementary School

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2022-23 Phase One: Executive Summary for Schools

Beechgrove Elementary School
Andrea Krumpelman
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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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

School's Purpose

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

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove is a Positive Behavior Intervention Support school. Staff uses a positive and proactive approach with classroom management ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order for the learning needs of all students to be met. The school implements a Multi-Tiered System of Supports to meet the needs of all students, starting with Tier 1 in the classroom. Tier 2 and Tier 3 interventions are implemented for students who need additional support. Teachers implement

research based programs and strategies that are determined based on student need and analysis of assessment data. The school receives Title I funding to help support students that are not achieving grade level standards. Teachers are analyzing data and making informed decisions about next steps in instruction on a regular basis. Students have the opportunity to connect to others through extra curricular activities outside of the school day including: Art Club, STLP, Running Club, Basketball, Choir, Student Council, and E-Wise. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade. These students receive enrichment opportunities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as have opportunities for differentiation in instruction through the Prep/Prep Plus program.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

On the MAP assessment, students showed growth from Fall 2021 to Spring 2022 in both Reading and Math. The Second Step program has been adopted as the schoolwide Tier 1 SEL curriculum. Teachers have begun implementation daily with students. We are a Positive Behavior Intervention Support (PBIS) school. Students are recognized for positive behavior and student celebrations are incorporated to recognize student accomplishments. An area of improvement continues to be increasing our overall proficiency in reading and math for all students. On district common assessments for the 2021-22 school year, our year end data indicated that in Math, 74.44% of all students scored P/D on common assessments. 58.43% of students with IEPs scored P/D on common assessments. 68.46% of EL students scored P/D on common assessments. In Reading, 76.06% of all students scored P/D on common assessments. 62.43% of students with IEPs scored P/D on common assessments. 70.14% of EL students scored P/D on common assessments.

Additional Information

CSI/TSI (including ATSI) Schools 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.

Beechgrove Elementary has been identified as a TSI school in the disability category. Our special education team meets weekly in PLCs and will be meeting once per month for a data dig to correlate progress on IEP goals to progress on classroom assessments. Data will be analyzed and intentional instructional strategies shared to implement in the classroom to move students toward proficiency. Intentional instructional planning will occur between the special education teacher and general

education teacher to ensure that instructional needs are being met and rigor in instruction is occurring to the level of the standards.

Additional Information

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09262022_21:32

2022-23 Phase One: School Safety Report

Beechgrove Elementary School
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Beechgrove Elementary School

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Beechgrove Elementary School

2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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

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

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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Beechgrove Elementary School

by KRS 158.162(2)(c) and is a copy maintained in the school office?

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, 7/19/22

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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

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Beechgrove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10192022_08:37

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

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

When KSA data is released in the fall, the data is analyzed as a school and with specific grade levels. Teachers triangulate this data with other classroom data sets

to determine next steps in instruction for students and to set goals with students to promote growth and achievement.

The MTSS team consists of principal, assistant principals, counselor, academic interventionists, KTP social worker, and school psychologist. The MTSS team meets weekly to discuss students receiving Tier 2 and Tier 3 academic and/or SEB interventions. Progress is monitored weekly on intervention goals by the instructor who is leading the intervention group. During these meetings, requests for student support referrals are reviewed to determine if students need an additional level of support beyond Tier I in the classroom. Every 6-8 weeks Tier 3 intervention data is reviewed and every 8-10 weeks Tier 2 intervention data is reviewed. During the data check meetings, all stakeholders who work with individual students (classroom teachers, interventionists) are at the table and determine whether students are making adequate progress, need additional support, or are ready to exit an intervention. In addition to the MTSS team, the Reducing Barriers to Learning (RBTL) team meets weekly. This team includes the principal, assistant principal, counselor, attendance secretary, FRYSC coordinator, and District Reducing Barriers to Learning interventionist. The team reviews attendance data and student concerns. The FRYSC coordinator and RBTL interventionist do home visits as needed to follow up with families on attendance and on specific needs. The SBDM council consists of three teacher representatives, two parent representatives, and the principal. The council meets monthly and student achievement and data review is part of every agenda. The council analyzes a variety of data sets to assist with instructional planning and with staffing allocations.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Proficiency: To focus on increasing reading and math proficiency, teachers reviewed and analyzed data to design and deliver instruction. However, even with this focus reading, proficiency decreased from 57.3% in 2021 to 46% in 2022 of students scoring proficient/distinguished. We didn't meet our objective of increasing to 61.57% proficient/distinguished. Math proficiency decreased from 53.6% proficient/distinguished in 2021 to 41% in 2022. We did not meet our objective of 58.24%. We will continue in the 2022-2023 school year to focus on increasing reading and math proficiency. A focus on Tier I instruction will occur to ensure that standards are being taught effectively and adequate resources to teach to the rigor of the standards with grade level vertical alignment are present.

Separate Academic Indicator: To increase writing proficiency, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Writing proficiency increased 28.3% proficient/distinguished in 2021 to 58% in 2022. We exceeded our objective of 35.47%. We will continue the same focus on writing instruction in the 2022-2023 school year to continue to climb in writing proficiency.

To increase science proficiency, teachers reviewed, analyzed and applied data to design and deliver instruction. Science proficiency decreased from 28.3% in 2021 to 26% in 2022. We did not meet our objective of 35.47%. A focus on Tier I science instruction and resources to teach to the standards will be focused on for the 2022-23 school year to increase proficiency in science.

Achievement Gap: To increase reading and math proficiency of students with disabilities, teachers continuously reviewed and analyzed data to design and deliver instruction based on the standards. Reading proficiency remained about the same showing no growth, at 11.1% proficient/distinguished in 2021 to 11% in 2022. Math proficiency increased from 11.1% proficient/distinguished in 2021 to 13% in 2022; however, we did not meet our objective of obtaining 46%. We will continue in the 2022-2023 school year to focus on increasing reading and math proficiency of students with disabilities through intentional differentiation of instruction and analysis of classroom level data versus IEP progress data.

Growth: To increase reading and math growth, teachers utilized the standards to design and deliver instruction. On the MAP assessment, Reading growth decreased from 59.1% in the spring of 2021 to 52% in the spring of 2022. We did not meet our objective of 63.19%. Math proficiency increased from 51.33% in the spring of 2021 to 52% in the spring of 2022. We did not meet our objective of 56.20%. We will continue in the 2022-2023 school year to focus on increasing reading and math proficiency.

Other: To increase the percentage of valuable professional development opportunities, teacher input was made a priority in scheduling valuable professional learning. The percentage of valuable professional learning increased from 35% in 2020 to 54% in 2022, exceeding the goal of 50%. We will continue to gather input from teachers on professional learning needs to provide differentiated opportunities.

Trends

3. 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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our data trends from the past two academic years continue to indicate a need and effort in the areas of both reading and math. In 2021, our overall reading proficiency was 46%, which is a decrease from 2019 2019, our overall reading proficiency was 57.3% which is a decrease from 2018 when reading proficiency was at 61.9%. In 2021, we saw a significant decrease in proficiency scores in reading to 42.1%. This drastic decrease was definitely impacted by inconsistent instruction due to the COVID-19 pandemic. Reading achievement is a focus area. In 2019, our overall math proficiency was 53.6% which is a decrease from 2018 when math

proficiency was at 58.6%. Again, in 2021 we saw a significant decrease in proficiency scores in math to 40.6%. Math achievement is a focus area as well. Transition readiness data for 3rd grade data indicates that 32.99% of students exiting 3rd grade in 2022 were transition ready. From 2021 to 2022, we saw a 10.4% decrease in the novice scores in reading among students in the achievement gap.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

41% of students scored proficient/distinguished on KSA in Math.

13% of students with disabilities scored proficient/distinguished on KSA in Math.

46% of students scored proficient/distinguished on KSA in Reading.

11% of students with disabilities scored proficient/distinguished on KSA in Reading.

32% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Math.

38% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Reading.

Non-Academic Current State

Survey results indicate that 96.1% of students believe that all teachers make them feel welcome in their class.

Survey results indicate that 98% of students believe that Beechgrove is a caring place.

The Impact Survey from 2022 indicates that 90% of the staff believe that the school leaders have the best interest of the school in mind. In addition, 93% of staff believe that school leaders are effective at developing rules for students that facilitate their learning.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

76% of 3rd grade students scored below proficiency in Math on KSA.

71% of 3rd grade students scored below proficiency in Reading on KSA.

89% of all students in the disability gap group scored below proficiency in Reading on KSA.

87% of all students in the disability gap group scored below proficiency in Math on KSA.

Strengths/Leverages

6. 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.

58% of all students scored proficient or distinguished in writing on the KSA assessment. This is the same as the district average. Intentional writing strategies were implemented in fifth grade writing instruction and will continue to be utilized.

98% of students feel adults from our school work hard to make sure students are safe.

95.4% of students feel that when they need help with schoolwork they can ask a teacher.

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Evaluate the Teaching and Learning Environment

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

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

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

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

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

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

Attachment Summary

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

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

	Matters) and weekly assessment data is in the school grade level dashboard. - MTSS progress monitoring data for students in Tier 2 and Tier 3 interventions is analyzed and progress determined. - Special education progress data is monitored and analyzed at weekly meetings.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	- Born Learning and community engagement opportunities for families. - A variety of extra-curricular activities offered to students. - PBIS implementation and positive behavior rewards provided to students. - Recognition of students for academic achievement. - Family Literacy Night - Monthly Student Awards

2022-23 Phase Two: School Assurances_10192022_08:28

2022-23 Phase Two: School Assurances

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2022-23 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 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**

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o No

o N/A

COMMENTS

4. 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

5. 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

6. 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

7. 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**

8. 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**

9. 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**

10. 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

11. 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

12. 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

13. 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

14. 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

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

o N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

22. 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**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

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

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

COMMENTS

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan_11162022_08:44

2022-23 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2022-23 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 attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to

reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

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

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

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

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

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

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)

• Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PDF Beechgrove Elementary CSIP Phase III 22-23		•
📄 PDF Beechgrove Elementary Evidence Based Practice Narrative CSIP Phase III 22-23		•

Comprehensive School Improvement Plan (CSIP)

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

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

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

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

Requirements for Building an Improvement Plan
- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in reading from 46% in 2022 to 70% in 2027 as measured by the school report card. Beechgrove will increase the percentage of students scoring proficient/distinguished in math from 41% in 2022 to 65% in 2027 as measured by the school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	
Objective 1 To increase our percentage of students scoring proficient/distinguished in reading from 46% in 2022 to 51% in 2023 as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Intentional learning walks by the administrative team monthly. - A strong focus is being placed on Element 1 to ensure tasks are aligned to the standard. Instructional walk data is shared with teachers and the data is used to drive professional learning in PLCs and faculty meetings. - Instructional walk data provides specific information to guide differentiated support for teachers as it relates to appropriate task, gaining a response from all students, and adjusting instruction in real time. - Deconstruct standards with teachers to ensure that tasks in lesson plans align with the rigor of the standard. - Analysis of formative assessment data weekly in PLC meetings to guide teachers in adjusting instruction in real time and provide ongoing needs-based instruction and flashbacks to standards. Include spiral review and flashbacks consistently to ensure mastery of standards.	- Weekly Assessments – Common Assessments - MAP Scores - KSA data	- New walk data tool shows percentage of feedback that is reinforced/recommended in each element of the cycle of quality instruction. - Analysis of weekly formative assessments through use of Performance Matters. - Ongoing analysis of common assessments through use of Performance Matters.	$0
Objective 2 To increase our percentage of students scoring proficient/distinguished in math from 41% in 2022 to 46% in 2023 as measured by the school report card.					

2: State Assessment Results in science, social studies and writing

Goal 2: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in Science from 26% in 2022 to 60% in 2027 as measured by the school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	
Objective 1: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in Science from 26% in 2022 to 33% in 2023 as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Analyze formative and summative assessment data in Science and use the data to plan for next steps in instruction for students. - All grade levels have a designated instructional block for science in their schedules. - District common assessments have been developed collaboratively by consultants and grade level teachers. The assessments are implemented at all grade levels and data reviewed to monitor mastery of standards. - Collaborate with science academic consultant and teachers to ensure that sufficient resources that address grade level standards are being used to plan and deliver science instruction.	- Weekly formative science assessments - Science Common Assessments	- Analysis of weekly formative assessment data and common assessment data in Performance Matters. - Instructional walk data from walks conducted in Science classes and PLTW.	$5,000

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	
Objective 1 To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 11% in 2022 to 15% in 2023 as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Data digs at special education PLCs to correlate progress on IEP goals and objectives to progress on grade level common assessments utilizing Performance Matters. - Utilizing data, plan for intentional spiral review of standards throughout the year and implement reteaching of skills and standards that students have not mastered through flashbacks. - Administrative team monitors special education schedules, progress data, reviews progress reports, and provides feedback. - Conduct intentional instructional walks in collaborative and resource settings to monitor quality and rigor of instruction. School administration will develop a specific learning walk tool to effectively provide feedback to co-teaching teams in a singular format. - Coteaching training and support	- IEP goal and objective progress data - Weekly formative assessment data - MAP assessment data - Common assessment data - KSA data	- Instructional walk data tool shows percentage of feedback that is reinforced/recommended in each element of the cycle of quality instruction. - Special Education School Data Dashboard	$0
Objective 2 To increase the percentage of students with disabilities scoring proficient/distinguished in math from 13% in 2022 to 17% in 2023 as measured by the school report card.					

4: English Learner Progress

Goal 4: Beechgrove Elementary will increase the overall EL progress indicator score from 49.4 in 2022 to 65 in 2027 as measured by the school report card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	
Objective 1 Beechgrove Elementary will increase the overall EL progress indicator score from 49.4 in 2022 to 52.52 in 2023 as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Collaborate with EL teacher to ensure we are providing the most appropriate and effective instructional strategies and tools to help our EL students make progress and communicating effectively with families. - Utilize the EL scaffolding toolkit to give teachers strategies to scaffold and differentiate instruction for EL students. - Analyze data and ensure that EL students are receiving needs based instruction or Tier 2/Tier 3 interventions as needed based on individual student need, especially in the area of Reading. - Intentional focus on formative and summative assessment data in Performance Matters to ensure our EL students are making progress. Include professional learning for teachers as part of PLC and faculty meetings on understanding best strategies to meet the needs of our EL learners.	- Weekly formative assessments - Common Assessments - ACCESS testing	- EL progress monitoring three times per year. - Weekly and common assessment data analysis through Performance Matters.	$0

5: Quality of School Climate and Safety

Goal 5: Beechgrove Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school from 49% in 2022 to 25% in 2027 as measured by the Quality of School Climate and Safety survey.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Beechgrove Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school from 49% in 2022 to 44% in 2023 as measured by the Quality of School Climate and Safety survey.	KCWP 6: Establishing Learning Culture and Environment	- Intentional staff professional development on Establish-Maintain-Restore Relationship Cycle and implementation and use of Restorative Practices with students. - Collaborate with school counselor and KTP social worker to work with teachers on strategies to increase student awareness of deficit areas. - Social media presentation at the fifth grade about online safety.	- Quality of School Climate and Safety Survey	- SEB Data for Tier II and Tier III interventions - District SEB Data Dashboard - Discipline Referrals	$0

6: Impact Survey Goal

Goal 6: By 2026, Beechgrove Elementary will increase the percentage of teachers who respond favorably to the amount of professional development opportunities offered are valuable from 54% in 2022 to 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	
Objective 1 Increase valuable professional development opportunities from 54% in 2022 to 60% in 2024.	KCWP 5: Design, Align, Deliver Support Processes KCWP	- Survey staff on professional development needs. - Differentiated faculty meetings with multiple professional learning sessions offered to meet the needs of individual teachers for professional growth. - Utilize district professional learning landing page to share specific strategies with teachers based on individual needs.	2024 Kentucky Impact Survey Results	- Kentucky Impact Survey Results - Professional learning feedback forms	$0

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** School leadership, along with the special education lead teachers, conduct monthly data digs at special education PLCs to correlate progress on IEP goals and objectives to progress on grade level common assessments utilizing Performance Matters. Weekly special education PLCs are differentiated by collaborative teachers and specialty unit/preschool. The administrative team monitors: special education schedules, progress data, and reviews progress reports and provides feedback. The admin team conducts intentional instructional walks in collaborative and resource settings to monitor quality and rigor of instruction.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** Beechgrove Elementary is allocated special education teachers and special education instructional assistants based on the number of special education students who are enrolled in our school. The administrative team determines the staffing plan, master schedule school schedule, and teacher caseloads based on the number of students with disabilities at each grade level. The staffing plan is approved at SBDM. Special education teachers, in collaboration with district special education consultant and school administration, determine their schedules in order to fulfill all legal IEP service minutes in both the collaborative and resource settings. A strong phonemic awareness resource is implemented in the primary grades, however in ELA and Math, the school needs a comprehensive core resource. This was determined through our instructional resource review process. District teams have been created to purchase district wide programs that meet Kentucky Academic Standards in both Reading and Math. Extended learning opportunities are offered to students before school.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:** The Quality of School Climate and Safety results from the Kentucky Summative Assessment, Staff Impact Survey results, and Terrace Metrics data in grades 3-5 are triangulated to determine the learning culture of our school. The Quality of School Climate and Safety results indicate that 49% of our students believe that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school. In order to address this concern, an intentional staff professional development on Establish-Maintain-Restore Relationship Cycle and implementation and use of Restorative Practices with students is being implemented. The school counselor and KTP social worker will work with teachers on strategies to increase student awareness of deficit areas. Targeted instruction will occur during Tier I SEL lessons.
Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The primary area of need based on the Kentucky Summative Assessment is students with disabilities are underperforming. On the Spring 2022 KSA, only 11% of students with disabilities scored proficient/distinguished in reading and 13% of students with disabilities scored proficient/distinguished in math. Beechgrove Elementary will implement co-teaching as the evidence-based practice to specifically target the subgroup of students with disabilities. The effectiveness of co-teaching will be monitored through student weekly and common assessment proficiency on grade level standards, as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence-based practice. It will also be evaluated by using walk data and feedback.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Implement Co-teaching model with intentional collaboration with general and special education teachers across all grade levels.	Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship, 2*(2), 1-17.	☒
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Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship, 2*(2), 1-17.

Beechgrove Elementary School will be using Title I funds to implement co-teaching and collaborative planning with general education and special education teachers across all grade levels. The study cited above was reviewed by our school and district leadership team who made the recommendation to implement this co-teaching evidence-based practice. This study was conducted in a large suburban school district implementing co-teaching as a new service delivery model for special education students. This strategy will be implemented to increase proficiency and mastery of grade level standards of students with disabilities. In order to implement co-teaching effectively, we will evaluate the instructional schedules of all co-teaching teams to provide access to core instruction that meets the standards for all students. We will limit the number of co-teaching partnerships that a special education teacher works with during the day to only a few, while using caution not to exceed a 33% general education to special education student ratio. We will provide professional learning for staff on the implementation of the five types of co-teaching models: one-teach/ one assist; team-teaching, station teaching, parallel teaching and alternative teaching. To effectively co-plan, lesson planning norms for co-teaching teams will be established. General education and special education teachers need a recursive time to collaborate weekly to intentionally plan for teaching of grade level standards. This would also include sharing lesson plans via technology by a deadline to allow collaboration before the start of the lesson. School administrators will consider teacher personalities and skill sets when developing co-teaching teams. School administration will develop a specific learning walk tool to effectively provide feedback to co-teaching teams in a singular format. Co-teaching learning walk trend data will be monitored monthly after baseline data is established. The effectiveness of co-teaching will be monitored through student weekly and common assessment proficiency on grade level standards as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence-based practice.

Based on our review of the evidence and the data for our school, we believe that this is Level IV evidence. While limited to qualitative data, this is a national evidence-based practice and on-going quantitative promising studies are being conducted. The study was similar to our school's population of a large suburban school district.

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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James A Caywood Elementary School

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James A Caywood Elementary School

2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• 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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James A Caywood Elementary School

Please enter your name and date below to certify.
Kim Mott

Septemer 15, 2022

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2022-23 Phase One: Executive Summary for Schools

James A Caywood Elementary School
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United States of America

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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Caywoood Elementary is located in Edgewood, Kentucky in the northern part of the state. We are a part of the Kenton County School District and located on the same campus as Turkeyfoot Middle School. Our school currently has about 536 students in grades preschool through 5th grade. We now offer a full day preschool program that serves approximately 60 students. There are approximately 70 employees including certified and classified staff. Caywood continues to have a growing EL poplulation with approximately 16% of our students, most being of Hispanic origin. The free and reduced population is 61% which makes us schoolwide Title eligible. We continue to be very transient with many students coming and going throughout each school year. All Caywood students now receive free breakfast and lunch due to our percentage of low-income families. Caywood's facility is relatively new and opened its doors to students in 2005. The building is well known throughout the state for being energy efficient and has earned several energy star awards for energy savings. We have worked hard to provide 1:1 technology for all of our students. We have now fully implemented 1:1 technology at all grade levels due to the collaboration with our district to provide funding for chromebooks for each student. The district has also provided a supplemental position for an Instructional Technology Coach to provide on-going professional learning for our teachers in our new Learning Management Systems including Schoology and Performance Matters. This coach also provides job-embedded professional learning for our teachers in real time in the classroom setting. Our PTA is been very active over the past two years and has strived to raise money for the school to purchase technology and other high quality curriculum resources as well as to provide support and assistance to students and teachers. Our district goal is to have 100 percent of students engaged in an at least one extra-curricular activity. Caywood students are strongly encouraged to be involved in extra-curricular activities including Academic Team, STLP, Imaginarium Club (STEAM and 3D Printing), basketball, Strings, and Chorus. For the 2022-23 school year, we have added Sign Language and Spanish club to our offerings for primary students in order to provide additional opportunities for extra-curriculular engagement in grades K-2.

School's Purpose

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

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

Leadership Team and adopted by our SBDM Council. We embody this mission and beliefs in numerous ways. First, we value shared decision-making, which is achieved through our SBDM Council and our "Mott Squad" teacher leadership team comprised of representatives from each grade level and department that meet at least twice monthly to discuss assessment data and instruction. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement. We name and claim every individual student through our comprehensive MTSS process in which we review intervention data to determine student needs and next steps for instruction, while continually evaluating our intervention programming through a recursive process. Each student is provided CORE instruction in Reading and Math and also receives intervention or enrichment in those areas depending on student needs and triangulated data. We utilize Title I teachers and assistants to provide the instruction for Tier II and Tier III interventions in addition to ELD staff including one certified teacher who is bilingual and one assistant. We added an additional intervention teacher this year to help provide interventions for the growing gaps in Reading and Math as a result of Covid-19. Caywood offers numerous programs that bring our families and communities to our school. This is not limited to but includes the following: Annual Math University Night and Literacy Nights. We have school-wide Ready Fest at the beginning of each school year where families can meet their teachers and receive necessary resources for the start of school! We host a family engagement night in November for parent conferences at the end of the first grading period. Our FRC coordinator also offers the following programs to encourage family engagement: All Pro Dads and IMOM Breakfasts bi-monthly, Relatives Raising Relatives Program; Food for Thought Bags sent home with low-income students each Friday, monthly attendance incentives for grade levels; Veteran's Day Program and Red Ribbon Week. This past summer, we hosted a 6 week summer school program serving the academic needs of close to one hundred K-5 students. Caywood is also home to UpSpring in the summer, which is a non-profit organization providing an 8 week camp to students who are homeless. Enrollment in this camp continues to increase each summer. Finally, Caywood's current school wide theme is focused on "Squad Goals" which represents G-Grit O-Own your Actions A-Always Persevere L-Learn from mistakes and S- Show Kindness. We recognize and reward kids weekly who demonstrate these characteristics. This is also connects well to our school wide Social Emotional Learning programs where we utilize the "Choose Love" curriculum, a newly adopted Second Steps Curriculum for students in grades K-5 and Conscious Discipline for our preschool students to support a school-wide culture of GRIT, empathy and kindness for others.

Notable Achievements and Areas of Improvement
Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Quality school Climate and Safety Survey Data from 2020-2021 results indicate that 99.2% of Caywood students feel that the adults work hard to keep them safe and 98.7% of students feel their school is a caring place to learn. In addition, 97% of

students feel that school helped them learn new things during the pandemic. Ninety- two (92%) of Caywood students took the KSA in the Spring of 2021 and the overall rate of students scoring proficienct or distingusihed was above the state average in all content areas including Math, Reading, On-Demand Writing and Science. Other notable achievements include that we continue to be an Energy Star Schoool and are well known across the state for our efficient buildings and programs. In collaboration with the district, we have implemented 1:1 technology for every student in grades K-5 and we now have an instructional technology coach that provides job- embedded professional learning for teachers to enhance instruction utilizing Schoology and our Performance Matters Learning Management Systems. With the growth in access to technology and professional learning for teachers, we are able to make real-time decisions for instruction using formative data that is utilized to make instructional adjustments for students. We restructured our special area programming over the last three years so that we have a STEAM teacher who is utilizing the Project Lead the Way curriculum to provide high quality education in Science, Technology, Engineering, Art and Math. She was provided extensive professional development and is a district leader in this area. Our Media Specialist is now google certified and provides instruction to students in a variety of digital tools, maker space, as well as on-line digital safety and citizenship. We are continuing our work to close the gaps for our English Language Learners.Our Access Testing from 2022 shows that 82% of our EL students showed growth and 11% of our students were able to exit the program at the end of the last school year. Our focus areas for improvement over the next three years are to increase proficiency in Reading and Math for all students. According to state assessment data in the Spring of 2021, 52% of all students scored proficient/distinguished in reading as compared to 58.6% in 2018-19, a decline of 6.5%. In the area of Math, 42% of all students scored proficient/distingished as compared to 61% in 2018-19, a decline of 18.9%. In addition, the same assessment data indicates that only 10% of students with disablities scored proficient/ distinguished in Reading and only 7% of students with disabilities scored proficient/ distinguished in Math. Additional areas for improvement are in the Seperate Academic Indicators of On-Demand Writing and Science. On the Spring 2021 KSA assessment, in the area of Science, 34.1% of all students scored proficient/ distinguished, a decline of 3.7% from 2018-19. In the area of On-demand Writing, 48.8% of all students scored proficient/distinguished, a decline of 3.3% from 2018-19. We are also striving to improve our school's overall social and learning climate of the school, as our 2019-20 Impact Survey results indicated that only 34% of teachers perceive the culture as favorable. We showed the greatest growth in this area as reported in the 2021-22 Imact Survey results which indicated a 16 percent increase in overall school climate! We will continue to focus on celebrating student acheivement and growth weekly on both formative and district common assessments as we strive for 80% of students to score proficient. We are focused on our district goal of 100% transition ready and are communicating those criteria and goals by grade level to parents in alignment with 5th grade transition-ready criteria. We are committed to having a growth mindset with a forward facing view towards meeting our transition ready goals. We value and prioritize teacher time, and intentionally provide differentiated learning opportunities to support individual and collective growth of teachers.

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Additional Information

CSI/TSI (including ATSI) Schools 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.

Caywood's school improvement planning process includes the development of a yearly action plan based on multiple sources of data including MAP scores, KSA data, Brigance, weekly and common formative assessments, academic intervention data. as well as learning walk data used to differentiate professional learning for teachers. Weekly PLC's are conducted to review weekly and common assessment data in reading and math and determine next steps for adjustment in instruction to improve student growth towards proficiency of grade level standards. Monthly special education data digs are conducted to review IEP progress data in addition to proficiency data in reading and math by analyzing common and formative assessments. In addition to the analysis of student data we continually monitor programs used in specially designed instruction and work to identify high quality instructional materials that best meet specific skill deficits. The special education team works with the classroom teachers to ensure that schedules align so that students have access to core curriculum and instruction in grade level standards while also scheduling resource and collaboration time to meet IEP minutes. IEP progress towards goals are monitored regularly, as well as compliance data checks of progress monitoring data and progress reports to parents. Instructional walks are conducted during Resource/Collaboraive times to observe specially designed instruction and determine next steps for growth areas and effectiveness of programs.

Additional Information

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

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

primary students to become more engaged this year including a Sign Language Club, Spanish Club and Crafting Club. Our mission each day is to provide a world class education for ALL students and to ensure that all families and stakeholders are engaged and actively participating in the education of each child who attends Caywood.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09122022_12:45

2022-23 Phase One: School Safety Report

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James A Caywood Elementary School

2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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

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

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Revised 7/19/22

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.
8/11/2022

10:00AM

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10102022_13:13

2022-23 Phase Two: The Needs Assessment for Schools

James A Caywood Elementary School
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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

Our school's data analysis is a recursive process that involves systematic PLC's built into our school's culture. Teachers meet weekly in grade level PLC's to review weekly and district common assessment data in the areas of reading and math. This data is entered into Performance Matters which allows us to filter data sets, to see individual student data and to analyze standards mastery by student, class, grade level, school and district. This system also allows us to filter by GAP group to identify trends in each of these areas and to make instructional adjustments. This data is tracked and celebrated weekly. Grade Level teams receive blue ribbons for meeting 80% proficiency in the grade level on district common assessments. Proficiency data as it relates to students with disabilities is reviewed monthly at a Special Education Data Dig using the Performance Matters data system as well. The teacher leadership team at the school level meets bi-weekly on Friday mornings to discuss various data sets and provides teacher input on instruction, curriculum resources, social emotional learning, discipline data or other data that impacts student achievement, safety and culture. This team is responsible for communicating back

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

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our proficiency goals and objectives from last year's Comprehensive School Improvement plan where focused on increasing proficiency for all students in the areas of Reading and Math. While we did not meet our goal in either area, we did demonstrate growth. In the area of Math, we grew from 42% proficient/ distinguished in 2021 to 49% proficient/distinguished in 2022 on the KSA state assessment. In Reading, we grew from 52% proficient/distinguished in 2021 to 60% proficient/distinguished in 2022. The implementation of monthly learning walks providing feedback on the Quality Cycle of Instruction to each teacher every month and then analyzing the trend data at each month's faculty meeting helped to improve core instruction in all content areas. In the area of reading, the purchase of high quality instructional materials aligned to standards addressing literacy and foundational skills was effective in improving achievement. In addition, our recursive weekly PLC meetings to review and analyze weekly and common assessment data using Performance Matters allowed us to adjust instruction to meet individual student needs and make changes in real time to impact achievement. We celebrated and rewarded grade levels who reached our 80% proficiency goals in reading and math weekly and this definitely impacted school culture around achievement. According to Impact Survey Results, the percent of teachers that perceive the overall social and emotional learning climate of the school as favorable increased from 34% to 50% in 2022. Our monthly on-demand

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writing scrimmages along with data analysis to analyze student writing samples and provide feedback to teachers with strategies around moving students forward helped to increase our on-demand writing scores to 56% proficient and distinguished. In addition, our editing and mechanics scores increased to 67% proficient and distinguished, higher than the district and state averages. We continued the work to refine our MTSS process with 6-8 week progress checks for Tier III and 8 -10 week progress checks for Tier II students in all academic and SEB areas. The monitoring of student intervention data and the effectiveness of intervention programs for specific skill deficits contributed to growth in proficiency levels in Math and Reading. For our Achievement Gap Goal focused on increasing proficiency of students with disabilities, we implemented monthly data digs around IEP progress monitoring data, as well as proficiency data. In our weekly PLC meetings with both general and special ed teachers, we focused on reducing novice scores of student with disabilities and discussing next steps for instruction each week targeting these students. In addition, learning walks were conducted in resource classrooms by administration and district consultants to provide intentional feedback on instruction in the resource setting. It will be imperative to maintain the recursive structures and systems that we have in place and continue to refine those in this year's Comprehensive Improvement Plan.

Trends

3. 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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends from the previous two academic years continue to to show that our students with disabilities are underperforming in the areas of Reading and Math. In 2022, only 14% of students with disabilities scored proficient or distinguished in Reading, a small increase of 4% from the previous year's KPREP scores. In the area of math, only 3% of students with disabilities scored proficient or distinguished, a decline of 3.9% from the previous KPREP scores in 2021. The number of behavior referrals in 2021-22 were 215. This was increase of 133 from the previous school year. The number of suspensions also increased from 27 in 2020-21 to 73 in 2021-22.

Current State

4. 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:

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James A Caywood Elementary School

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Sixty percent (60%) of students scored proficient/ distinguished in Reading on the KSA state assessment in the spring of 2022. Forty-nine percent (49%) of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2022. Fourteen percent (14%) of students with disabilities scored proficient/distinguished on KSA Reading. Three percent (3%) of students with disabilities scored proficient/distinguished on KSA Math. Forty-two percent (42%) of English Language Learners (EL) scored proficient/distinguished on KSA Reading. Twenty-one percent (21%) of English Language Learners (EL) scored proficient/distinguished on KSA Math. Forty-three percent (43%) of free/reduced students scored proficient/distinguished on KSA Math. Fifty-four percent (54%) of free/reduced students scored proficient/distinguished in Reading. Forty percent (40%) of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2022. For the Fall of 2022 MAP assessment, kindergarten students scored a median RIT percentile of 49 compared to the district median of 68 in the area of math. Kindergarten students scored a median RIT percentile of 49 compared to the district median of 59 in the area of reading. First Grade students scored a median RIT percentile of 66 compared to the district median of 69in the area of math. First Grade students scored a median RIT percentile of 64 compared to the district median of 66 in the area of reading. Second Grade students scored a median RIT percentile of 63 compared to the district median of 69 in the area of math. Second Grade students scored a median RIT percentile of 47 compared to the district median of 60 in the area of reading. Third Grade students scored a median RIT percentile of 58 compared to the district median of 67in the area of math. Third Grade students scored a median RIT percentile of 68 compared to the district median of 68 in the area of reading. Fourth grade students scored a median RIT percentile of 58 compared to the district median of 63 in the area of math. Fourth grade students scored a median RIT percentile of 60 compared to the district median of 67 in the area of reading. Fifth Grade students scored a median RIT percentile of 46 compared to the district median of 68 in the area of math. Fifth grade students scored a median RIT percentile of 70 compared to the district median of 68 in the area of reading. According to ACCESS data from Spring of 2022, eighty-two percent (82%) of EL students made growth. Twenty-five percent (25%) grew at least an entire point. Eleven percent (11%) reached attainment.

Non-Academic Current State: Quality school climate and safety results from KSA indicate that 100% of students feel that the adults from their school work hard to make sure students are safe. Ninety-Eight percent (98%) of students feel that adults from their school make sure all students get what they need to be successful.

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Ninety-five percent (95%)of students believe that adults from the school respect students' differences. The same survey indicates that fifty-one (51%) of students believe that students being mean or hurtful to others online is a problem. The most recent impact KY survey results indicated that fifty percent (50%)of respondents perceive the overall social and learning climate of the school as favorable which was a16% increase from the previous survey. Impact survey results also indicated that 46% of respondents feel the school leadership is effective. This was a 15% increase from the previous survey. The attendance rate for the 2021-22 school year was ninety-five (95.7%) with a goal of 96.25%.

Priorities/Concerns
5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

According to state assessment data (KSA) in the Spring of 2022, 60% of our students scored proficient/distinguished in reading. In addition, only 49% of students scored proficient/distinguished in math. The same assessment data also indicated that only 14% of students with disabilities scored proficient/distinguished in Reading and only 3% of students with disabilities scored proficient/distinguished in math. Math continued to show a decline of 3.9% from last year's KPREP in the area of math for students with disabilities.

Strengths/Leverages
6. 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.

Caywood's overall rate of proficient and distinguished is above the state average in all tested areas including Reading, Math, Science, On-Demand Writing and Social Studies. Our proficiency in reading for ALL students increased by 8% from 52% proficient/distinguished in 2021 to 60% proficient/distinguished in 2022. Our proficiency in math for ALL students increased by 7% from 42% in 2021 to 49% in

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2022 according to state assessments. In the area of on-demand writing our proficient/distinguished scores increased by 8% from 48% proficient/distinguished in 2021 to 56% proficient/distinguished in 2022 according to state assessments. In the area of Social Studies, our students scored 53% proficient/distinguished on KSA, which is higher than both the state and district averages. Student perception data indicates a positive perception of our school with 96% of students surveyed indicating that our school is a caring place. Survey data also indicated that 100% of students feel that the adults in the school work hard to ensure that students are safe.

Evaluate the Teaching and Learning Environment
7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

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

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

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

After analyzing the key elements of teaching and learning, Caywood Elementary will focus its resources, time and effort to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. We will continue our strong focus on reviewing weekly and common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in the areas of Reading and Math. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement. We will also

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continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly. We will utilize school wide learning walk trends to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction.

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Attachment Summary

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

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

KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	1) Administration and staff follow the KCSD Balanced Assessment System-Informing instruction for Student Success beginning with Assessments FOR learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2) Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters data platform. 3) Administration and teachers are continuously engaged in meaningful discussions around student data during weekly PLC's and MTSS progress check meetings to analyze data and make informed instructional adjustments in real time.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	1) Weekly Grade Level PLC's to analyze assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation. 2) Special Education Data digs every 6 weeks (mid-term and end of grading period) to analyze student progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports are used to determine students who need instructional changes.

KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	1) Performance Matters is the learning management system that tracks standards mastery for students across all content areas. 2) District Data Dashboard to track Common Assessment Data, MAP Data, MTSS Data, and Special ED Compliance Data, as well as IEP progress monitoring data used to compare the progress of students at Caywood with other district elementary schools and network with other schools showing growth and success in particular content areas. 3) PLC Agendas with teacher led "Overall Assessment Results" which track evidence of data discussed as well as next steps for instruction.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	1) Academic achievement recognition of students showing growth and proficiency weekly and throughout the year to track and improve standards mastery and Transition Readiness. 2) PBIS and SEL curriculum implementation. 3) All students have an adult advocate. 4) Community Engagement and Partnerships with families and organizations. 5) Various extra-curricular activities to assist with all students being engaged, well-rounded students. 6) Student Climate Survey indicating positive school perception from students.

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2022-23 Phase Two: School Assurances

James A Caywood Elementary School
Kimberly Mott
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United States of America

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2022-23 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.

    o Yes

    o 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**

    o No

    o N/A

COMMENTS

Title I Programs

3. 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

4. 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

5. 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

6. 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

7. 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**

8. 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**

9. 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**

10. 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

11. 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

12. 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

13. 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

14. 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

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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**

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**

o No

o N/A

COMMENTS

22. 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**

o No

o N/A

COMMENTS

Title I Targeted Assistance School Programs

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

o Yes

o No

● **N/A**

COMMENTS

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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**
- o No
- o N/A

COMMENTS

32. 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**
- o No
- o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement
Plan_11152022_20:18

2022-23 Phase Three: Comprehensive School Improvement Plan

James A Caywood Elementary School
Kimberly Mott
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James A Caywood Elementary School

2022-23 Phase Three: Comprehensive School Improvement Plan
Rationale

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

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

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

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

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

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

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

See attached.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to

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James A Caywood Elementary School

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 goals for elementary/middle schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)

• Achievement Gap

Attachment Summary

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

Comprehensive School Improvement Plan (CSIP)

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

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

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

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

Requirements for Building an Improvement Plan
- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 60% in 2022 to 80% in 2027 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 49% in 2022 to 75% in 2027 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of proficient and distinguished students in the area of reading from 60% to 64% in 2023. Objective 2: Increase the number of proficient and distinguished students in the area of math from 49% in 2022 to 54% in 2023.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	-Implementation of the Cycle of Quality Instruction and monthly learning walks to provide clear and specific feedback on classroom instruction in order to consistently improve our Tier I core instruction in Reading and Math. -Utilization of Performance Matters (LMS) to track student progress on weekly and common assessments to focus our discussion of student data at weekly PLC's in order to adjust instruction in real time for ALL students. -Intentional focus on lesson planning to ensure alignment of tasks to standards as well as creating opportunities for spiral review of standards using flashbacks and weekly formative assessments.	-Weekly Assessments; Common Assessments; MAP and KSA Data -Common Assessment Scores %P/D as monitored with Performance Matters and district data dashboard.	-Utilize data from new learning Walk tool to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. Data is reviewed at monthly Faculty Meetings to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool.	$0

Goal 1 (State your reading and math goal.): Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 60% in 2022 to 80% in 2027 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 49% in 2022 to 75% in 2027 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Implement Proficiency Celebration badges for grade levels who have 80% of students at proficiency (70% or above) in Reading and Math on Common Assessments.		-Weekly PLC's to review and analyze student weekly and common assessment data with teachers and administrators. Review Common Assessment data in Performance Matters to analyze data in context. -Monitoring lesson plans to ensure tasks are aligned to standards as well as learning walk feedback related to task and product of the Quality Cycle of Instruction. -Weekly data checks of	

Goal 1 (State your reading and math goal.): Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 60% in 2022 to 80% in 2027 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 49% in 2022 to 75% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				student performance on common assessments by grade level during PLC's using Performance Matters and Caywood Overall Results Tool.	

2: State Assessment Results in science, social studies and writing

Goal 2 Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 35% in 2022 to 65% in 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the % of proficient and distinguished students in Science from 35% in 2022 to 41% in 2023.	KCWP: 1 Design and Deploy Standards: Classroom Activities KCWP: 2 Design and Deliver Instruction KCWP: 3 Design and Deliver Assessment Literacy KCWP-4 Review, Analyze and apply data	-Analyze common assessment data in Performance Matters(LMS) to determine standards deficits and provide immediate re-teaching of standards. --Implementation of STEAM (project Lead the WAY curriculum) as a special class-collaborative planning with grade level teachers to align curriculum at each grade level -Teachers from each grade level will participate in District Curriculum Alignment for Science in order to vertically plan and map the science curriculum, as well as write common assessments aligned to standards. -Implement newly developed Performance Assessments in K-2 and 5th grade and analyze student performance to make instructional changes.	-Weekly Formative and Performance Assessments, -District Common Assessments -KSA -Grade Level Lesson plans	-Learning Walks- Feedback from Admin Team and District Consultants in STEAM Classroom and regular classroom teachers during Science Instruction -Monthly Analysis of Science formative and common assessments using Performance Matters(LMS) during grade level PLC's. -Learning walks to monitor	$1500- Project Lead the Way Grant $800 Mystery Science High Quality Instructional Resource

Goal 2					
Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 35% in 2022 to 65% in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Revise master school schedule to include dedicated instructional blocks of time for Science consistent with district curriculum timelines and across grade levels. -Utilize consistent instructional resources aligned to standards and tasks across grade levels		implementation of science instruction at all grade levels and ensure alignment with grade level lesson plans.	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of **Reading** from 14% in 2022 to 18% in 2023.	KCWP: 2 Design and Deliver Instruction	-Weekly Special Education PLC meetings along with 6 week data digs to conduct a comprehensive review of IEP progress monitoring data and proficiency data to determine next steps for instruction for students with disabilities in both reading and math.	Weekly formative Assessments, Common Assessments, IEP progress data, MAP, KSA	-Monthly review of Common and Weekly Assessment scores of individual students with disabilities in Reading and Math. Monthly monitoring of individual students progress towards IEP goals using Caywood Special Education Data Dashboard tool.	
Objective 2: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of **Math** from 3% in 2022 to 8% in 2023.	KCWP-4 Review, Analyze and apply data	-Intentional Instructional Walks in Special Education Resource and collaborative settings to monitor the Quality Cycle of Instruction and best practices with co-teaching model by school administrative		- Learning Walk Feedback Trend Data in	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		team and district special education consultant. -Regular review by administrators and district consultants of Special Education Data including IEP minutes and alignment to schedules, evaluating effectiveness of programs used for SDI, as well as close monitoring of proficiency data using Performance Matters (LMS).		Collaborative and Resource Settings utilizing Caywood Learning Walk Data Tool to determine reinforcement or recommendations for each element of the cycle. - Lesson Plan Review -Monthly review of Gap Closure Plan with Administration and District Consultants to discuss data, program effectiveness in SDI and next steps for actionable change.	

4: English Learner Progress

Goal 4					
Caywood Elementary will increase the overall English Learners Progress Indicator score from 60 in 2022 to 85 in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Overall English Learners Progress Indicator score from 60 in 2022 to 65 in 2023.	KCWP: 2 Design and Deliver Instruction KCWP-4 Review, Analyze and apply data	-Implementation of progress monitoring three times per year to compare with common assessment data and MAP to determine trends in English Proficiency vs Content Mastery -Utilize Performance Matters common and formative assessment data in weekly PLC meetings to analyze EL student scores and make adjustments to instruction in real time based on student mastery of standards. -Utilize EL Scaffolding Toolkit to assist teachers in finding specific scaffolds to support students at each English Proficiency Level.	Weekly formative assessments, Common Assessments, ACCESS	-EL Progress monitoring 3X per year -Analysis of weekly formative and common assessments using Performance Matters and Caywood Overall Results Tool	$0

5: Quality of School Climate and Safety

Goal 5 :
Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem from 51% in 2022 to 25% in 2027 as measured by the Quality School Climate Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 51% in 2022 to 46% in 2023.	KCWP-6-Estbablish Learning Culture and Environment	-Intentional instruction in digital citizenship in the Library/Technology Special Area Class utilizing online protocol training. -Refine Implementation of Second Steps SEL curriculum across grade levels and monitoring of SEL implementation to ensure a common language among students and staff. -Staff Book Study on Restorative Practices and Special Needs focusing on Restorative Language and conversations to improve positive relationships with students and staff	Quality of School Climate and Safety Survey	-SEB intervention data for Tier II and Tier III -District Data Dashboard for SEB reviewed monthly at Admin Team meetings -Discipline Referrals reviewed weekly at Admin Team meetings	$1800 (Book Study)

Goal 5 :

Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem from 51% in 2022 to 25% in 2027 as measured by the Quality School Climate Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(Framework of doing things WITH others instead of "to" others.)			

6: Other (Optional)

Goal 6: Caywood Elementary will Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 50% in 2022 to 80% in 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the % of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data results from 50% in 2022 to 65% in 2024.	KCWP-6-Establish Learning Culture and Environment	-Implementation of school-wide book study of *The Energy Bus*, by Jon Gordon with both students and staff with school-wide theme focused on creating a positive school environment. - Implement school-wide "Transition Ready" rubric and criteria for all grade levels that aligns with the district 5th grade transition ready goals including GPA, attendance and involvement in extra-curricular activities. Create opportunities to celebrate and reward students and grade levels for their progress towards being transition ready.	KY IMPACT Survey results 2024	-Discipline Referral Data -District SEB Data Dashboard -Transition Ready Data: Attendance Rate, GPA, and extra-curricular involvement percentage by grade level - Anecdotal feedback from staff from PLC meetings, faculty meetings and teacher	$3,000 (Books for Both Book Studies) $1,000 (transition ready incentives-celebrations)

Goal 6:
Caywood Elementary will Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 50% in 2022 to 80% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Implementation of Family Engagement Team (Ad hoc Committee), led by the FRC Coordinator to determine priority needs of families and barriers to learning and develop strategies to increase family-school relationships.		leadership team. -Family Engagement Surveys through the FRC	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: School Leadership conducts monthly data digs with the special education teachers to analyze weekly and common assessment proficiency data of students with disabilities as well as analyzing growth on IEP goals and making adjustments to instruction in real time based on data. Regular weekly PLC's are also conducted with regular education teachers, special education teachers and administration to review formative and summative data as it relates to grade level standards. Teams discuss data using Performance Matters (LMS) and look at data in context to other schools in the district. Adjustments to instruction are made regularly based on data for all students, but with an intentional focus on students with disabilities and how to ensure growth in mastery of standards. Regular review by district administration and consultants occurs monthly to monitor IEP minutes and alignment of schedules, effectiveness of programs used for specially designed instruction and close monitoring of proficiency data using Performance Matters (LMS). School administration and district special education consultants will conduct intentional Instructional Walks in the special education resource and collaborative settings to monitor the Quality Cycle of Instruction and best practices with co-teaching model by school administrative team and district special education consultant.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: Caywood Elementary is allocated special education staffing based on the number of students with disabilities and state and federal caseload guidelines through the district allocation process in March of each school year. The principal will then determine how to best utilize staff based on certifications and student case load numbers at each grade level. Stakeholders involved in this process include Caywood's teacher leadership team represented by all departments(grade levels) as well as the final staffing plan being reviewed and approved by SBDM council. Special education teachers in conjunction with district consultants and school leadership determine schedules which meet required minimum service minutes according to each student's IEP. Master schedules are created by the teacher leadership team which includes representatives from each grade level as well as special education teachers.

Caywood currently has strong resources for K-3 in the areas of phonics and phonemic awareness. Resources have been purchased and implemented over the past two years to address needs in foundational reading skills. Through a school and district-wide instructional resource review, both content areas of Math and Reading have been identified as areas of need. In collaboration with the district, we will be reviewing comprehensive instructional resources for both reading and math with district teams comprised of regular education teachers and special education teachers to determine high quality instructional resources (HQR) that have been externally validated and align with Kentucky Academic Standards and are accessible for all students. Through our instructional review process and feedback from teachers, we have determined a systemic need to address the availability, training, and ongoing support around high quality comprehensive instructional resources that provide a common language for ALL students.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: The Quality of School Climate and Safety results from the Kentucky Summative Assessment, Staff Impact Survey Results, and Terrace Metrics data in grades 3-5 are triangulated to determine the learning culture of our school. The Quality of School Climate and Safety results indicate that 51% of our students believe that students being mean or hurtful to other students online (websites, apps, etc) is a problem for our school. This need will be addressed through intentional instruction in digital citizenship in the library/technology special area class utilizing online protocol training. We will continue to refine our implementation of the Second Steps SEL curriculum across grade levels in order to ensure a common language for students and staff. Staff professional development will begin in January through a book study on Restorative Practices and Special Needs students focusing on restorative language and conversations to improve positive relationships.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The primary area of need based on the Kentucky Summative Assessment in the Spring of 2022 is that our sub group of students with disabilities is underperforming that of all students. Only 14% of students with disabilities scored proficient and distinguished in the area of reading as compared to 60% of all students . In the area of Math, only 3% of students with disabilities scored proficient and distinguished and this was below the state average of 17%. In order to address this area of need, Caywood Elementary will Implement the Co-Teaching Model with intentional collaboration (co-planning) across all grade levels. The implementation of this evidenced-based practice will be monitored through learning walk data, proficiency scores of students with disabilities on weekly and common assessments as well as progress on IEP goals.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff implement inductive teaching regies.	Hattie, J. 109). Visible Learning: a synthesis ver 800 meta-analyses relating to achiever t. Routledge: New York, NY.	☒
Implement Co-Teaching Model with intentional collaboration (co-planning) across all grade levels.	Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship*, 2(2), 1-17.	☒
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Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship, 2(2)*, 1-17.

Caywood Elementary School will be using Title Funds to implement co-teaching and collaborative planning with general education and special education teachers with all grade levels. The study cited above was reviewed by our school and district leadership team who made the recommendation to implement this co-teaching evidence-based practice. This study was conducted in a large suburban school district implementing co-teaching as a new service delivery model for special education students. This strategy will be implemented to increase proficiency and mastery of grade level standards of students with disabilities. In order to implement co-teaching effectively, we will evaluate the instructional schedules of all co-teaching teams to provide access to core instruction that meets the standards for all students. We will limit the number of co-teaching partnerships that a special education teacher works with during the day to only a few, while using caution not to exceed a 33% general education to special education student ratio. We will provide professional learning for staff on the implementation of the five types of co-teaching models: one-teach/ one assist; team-teaching, station teaching, parallel teaching and alternative teaching. To effectively co-plan, establish lesson planning norms for co-teaching teams. General education and special education teachers need a recursive time to collaborate weekly to intentionally plan for teaching of grade level standards. This would also include sharing lesson plans via technology by a deadline to allow collaboration before the start of the lesson. School administrators will consider teacher personalities and skill sets when developing co-teaching teams. School administration will develop a specific learning walk tool to effectively provide feedback to co-teaching teams in a singular format. Co-teaching learning walk trend data will be monitored monthly after baseline data is established. The effectiveness of co-teaching will be monitored through student weekly and common assessment proficiency on grade level standards as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence-based practice.

Based on our review of the evidence and the data for our school, we believe that this is Level IV evidence. While limited to qualitative data, this is a national evidence-based practice and on-going quantitative promising studies are being conducted. The study was similar to our school's population of a large suburban school district.

2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09122022_16:08

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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Ft Wright Elementary School

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Ft Wright Elementary School

2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• 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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Ft Wright Elementary School

Please enter your name and date below to certify.
Tina Wartman

9/12/2022

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2022-23 Phase One: Executive Summary for Schools

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

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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

> Fort Wright Elementary (FWE) is located at 501 Farrell Drive in Covington, KY. FWE is part of Kenton County School District and serves approximately 500 students in a suburban community. 74% of the student population is Caucasian, with 26% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past five years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education, trauma, and increased mental health concerns. FWE is Schoolwide Title I with approximately 55% of the population being free and reduced lunch status and an attendance rate of 98.8%. FWE is fortunate to have an extremely active and supportive Parent Teacher Association.

School's Purpose

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

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

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

> Fort Wright Elementary has celebrated many achievements. School Climate Survey state data proves that students belong, their schoolwork helped them learn new things, and students love being part of Fort Wright Elementary. Ft. Wright Elementary students met schoolwide goals of increasing reading and math proficiency to 70% on weekly and common assessment data last year. This can be

attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple strategies and personalizing instruction to meet the needs of every student. FWE will focus to improve reading and math proficiency for all students.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09122022_20:13

2022-23 Phase One: School Safety Report

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

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Ft Wright Elementary School

2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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

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

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

July 11, 2022

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

August 11, 2022

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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2022-23 Phase Two: The Needs Assessment for Schools

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

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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

Data is consistently reviewed and analyzed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KSA, MAP, weekly formative assessments, summative assessments, software data, and district common assessments. Lead teachers for each grade level create the agenda and minutes to document data that is discussed, instructional strategies, along with a weekly plan of action for students that exceed mastery and need additional support to master the covered standards. The MTSS Team consists of teachers (general educator and special educator), school psychologist, school counselor, district reducing barriers to learning (RBTL) interventionist, attendance secretary, family resource coordinator, assistant principal and principal. This team meets weekly to discuss any student that is referred during the week for an academic, behavior, attendance or social emotional behavior concern and determines if the student needs to receive an intervention (Tier 2 instruction). The MTSS team reviews intervention data every eight to ten

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weeks to determine if students make adequate progress, need additional interventions, or exit interventions. Meetings are documented with minutes each week and the MTSS dashboard is updated during data checks. SBDM Council (two parents, three teachers, and principal) look at data every month. Council reviews attendance data and behavior data every month. Council reviews MAP data and KSA data at various meetings throughout the year as the data is released. Meetings are documented with minutes each week and posted on the school website.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Fort Wright Elementary met the reading proficiency yearly objective by +12.6%. The strategies Design and Deliver Instruction, Review, Analyze and Apply Data, and Design, Align and Deliver Support and appropriate activities created positive growth in reading proficiency.

In Science, Fort Wright Elementary met the objective of increasing science proficiency by +9.6% as well as the objective of decreasing science novice to zero (+10.2%). The activities of ensuring formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After), professional development on best practices, and curricular modifications needs using pre-assessment strategies all contributed to mastering both science objectives for 2022.

As far as the Achievement Gap objectives, Fort Wright Elementary did not meet either objective for reading or math proficiency for students with disabilities. Students made progress from 2021 scores but did not meet the math proficiency objective by -1.7% and reading proficiency objective by -9.5%. The strategies and activities showed growth a +17% growth in math for students with disabilities and a +12.2% growth in reading with students with disabilities from 2021 to 2022.

Therefore, Fort Wright Elementary will continue ongoing job embedded professional development in the area of best practices and instructional strategies, review and analyze triangulated data, deconstruct standards, and create weekly assessments.

Trends

3. 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 2020-21 to 288 in 2021-22.

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- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
  - From 2020 to 2022, Fort Wright saw an 11.3% increase in proficient/ distinguished scores in math
  - From 2020 to 2022, Fort Wright saw a 9.3% decrease in novice scores in math
  - From 2020 to 2022, Fort Wright saw a 15% increase in proficient/distinguished scores in reading
  - From 2020 to 2022, Fort Wright saw a 21% increase in proficient/distinguished scores in science
  - From 2020 to 2022, Fort Wright saw a 6.9% decrease in novice scores in writing
  - From 2020 to 2022, Fort Wright saw a 18.2% increase of students Kindergarten Ready on Brigance
  - From 2020 to 2022, the students with behavior events is 1.4% both years.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  - 98.1% of students believe Fort Wright is a caring place
  - 98% of students believe adults at Fort Wright respect students' differences (gender, culture, race, religion, ability)
  - 65% of kindergarten students scored Kindergarten Ready on Brigance
  - 11% of current fourth grade students scored novice on KSA Reading
  - 58% of free/reduced population scored proficient on KSA Reading
  - 17% of free/reduced population scored novice on KSA Math
  - 59% of students scored proficient/distinguished on KSA Social Studies

Priorities/Concerns

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5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- 41% of students scored below proficiency on KSA Math
- 11% of students scored novice on KSA Reading
- 45% of students scored below proficiency on KSA Combined Writing
- 13% of students scored novice on KSA Social Studies
- 71% of students with disabilities scored below proficiency on KSA Math
- 59% of students with disabilities scored below proficiency on KSA Reading
- 60% of students with disabilities scored apprentice on KSA Science
- 93% of students with disabilities scored below proficiency on KSA Combined Writing
- 80% of students with disabilities scored below proficiency on KSA Social Studies
- 59% of free/reduced students scored below proficiency on KSA Math
- 41% of free/reduced students scored below proficiency on KSA Reading
- 67% of free/reduced students scored below proficiency on KSA Writing

Strengths/Leverages

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

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

- Overall Performance Rating is Blue (Highest Performance)
- Reading proficiency increased by 12.6%. Reading proficiency will continue to improve and overall this will enhance all academic areas.
- Math proficiency increased by 9.6%. The strategies and activities used to support reading will be mirrored in math content.
- 98.1% of students believe the school is a caring place. The positive relationship building, risk taking, and trusting environment will increase academic scores.

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Evaluate the Teaching and Learning Environment

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

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

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

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

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

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

- KCWP 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

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Attachment Summary

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

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

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

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

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2022-23 Phase Two: School Assurances

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

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2022-23 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.

o Yes

o 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.

o Yes

o No

● **N/A**

COMMENTS

Title I Programs

3. 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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
15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

 o Yes

 o No

 ● N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

 o Yes

 o No

 ● N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan_09122022_20:15

2022-23 Phase Three: Comprehensive School Improvement Plan

Ft Wright Elementary School
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2022-23 Phase Three: Comprehensive School Improvement Plan
Rationale

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

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

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

Using the Comprehensive School Improvement Plan Template

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

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

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

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

FWE continues to implement the following five BIG strategies to ensure Transition Ready and a World Class education for ALL Students:

- Monthly, biweekly, or weekly classroom walks. The walk data is used to empower teacher leaders, differentiate professional learning, and give high quality feedback to improve and strengthen Tier I instruction.

- Restructured PLCs to create more effective Professional Learning Communities. PLCs are data focused and the grade level is responsible to answer the following questions each week on the data being reviewed: What do we want students to learn (1-2 essential skills/standards per meeting)? By when? (Check timeline.) How will we know when they've learned it? What will we do for the students who didn't master the content? How will we celebrate those students who have mastered the content? What do we need from our administrators to make our next steps a reality? In addition, PLC discussions include tracking, monitoring, and celebration of Transition Ready students at all grade levels

- Student-Centered Classroom Observations - the first completed in October and next in December. This in-house professional development opportunity allows stakeholders to engage in collaborative discussions with peers during a pre-briefing session and post-observation to develop shared, collaborative practices.
- Intentional training on 2023 FWE MTSS Procedures with a focus on implementing interventions with fidelity and following progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings.
- Intentional CSIP and job embedded professional learning from the KCSD Professional Learning Landing Page FW has completed professional learning on deconstructing standards, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity and continued training on the LMS to successfully use both Schoology and Performance Matters. Teachers in grades K-5 administer all weekly assessments in Performance Matters so that the TEAM has quick access to the data and can adjust instruction quickly to reteach any standards. In addition, teachers analyze data and share best instructional practices.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

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

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

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

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

KCWP 6: Establishing Learning Culture and Environment

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

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

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

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

Attachment Summary

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

Fort Wright Elementary Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

1: State Assessment Results in reading and mathematics

Goal 1: *By 2027, Fort Wright Elementary School will increase the reading proficiency for all students from 71% in 2022 to 97% in 2027 as measured by the School Report Card proficiency data. By 2027, Fort Wright Elementary will increase the math proficiency for all students from 59% in 2022 to 98% in 2027 as measured by the School Report Card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2023, Fort Wright Elementary School will increase reading proficiency from 71% in 2022 to 76.8% in 2023 as measured by the school report card proficiency data.*	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0
		Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks	MTSS Meetings	MTSS Dashboard; Intervention Data	$0
	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Transition Ready List" to monitor students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	$0
		Use weekly classroom assessment data to inform teacher's instructional decisions	Daily through Weekly Lesson Plans/ PLC Data	LMS-Performance Matters to review weekly formative assessments and district common assessment data; Lesson plans are submitted to administrators on Google Drive	$0
	KCWP 5: Design, Align and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings/ Student Centered Observations/ Shadowing/ Teacher Observations/ Job Embedded PD	Administrator Walks and Observations; Weekly walk data reported to staff	$0
		Assure consideration and addressment of non-	Weekly MTSS Meetings/ School	Weekly MTSS Agenda and	$0

Goal 1: *By 2027, Fort Wright Elementary School will increase the reading proficiency for all students from 71% in 2022 to 97% in 2027 as measured by the School Report Card proficiency data. By 2027, Fort Wright Elementary will increase the math proficiency for all students from 59% in 2022 to 98% in 2027 as measured by the School Report Card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic barriers to learning-reduction of physical and mental health barriers to learning.	Based Therapy/ FRYSC/ Counselor/ RBTL Interventionist/ Extra-Curricular Opportunities/ Tower Time Days	Minutes; Small groups with Counselor, RBTL Interventionist, FRYSC; School Based Therapy; Student Extra-Curricular Survey	
Objective 2: *By 2023, Fort Wright Elementary School will increase math proficiency from 59% in 2022 to 67.2% in 2023 as measured by the school report card proficiency data.*	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0
		Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks	MTSS Meetings	MTSS Dashboard; Intervention Data	$0
	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Transition Ready List" to monitor students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	$0
		Use weekly classroom assessment data to inform teacher's instructional decisions	Daily through Weekly Lesson Plans/ PLC Data	LMS-Performance Matters to review weekly formative assessments and district common assessment data;	$0

Goal 1: *By 2027, Fort Wright Elementary School will increase the reading proficiency for all students from 71% in 2022 to 97% in 2027 as measured by the School Report Card proficiency data. By 2027, Fort Wright Elementary will increase the math proficiency for all students from 59% in 2022 to 98% in 2027 as measured by the School Report Card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Lesson plans are submitted to administrators on Google Drive	
	KCWP 5: Design, Align and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings/ Student Centered Observations/ Shadowing/ Teacher Observations/ Job Embedded PD	Administrator Walks and Observations; Weekly walk data reported to staff	$0
		Assure consideration and addressment of non-academic barriers to learning-reduction of physical and mental health barriers to learning.	Weekly MTSS Meetings/ School Based Therapy/ FRYSC/ Counselor/ RBTL Interventionist/ Extra-Curricular Opportunities/ Tower Time Days	Weekly MTSS Agenda and Minutes; Small groups with Counselor, RBTL Interventionist, FRYSC; School Based Therapy; Student Extra-Curricular Survey	$0

2: State Assessment Results in science, social studies and writing

Goal 2: *By 2027, Fort Wright Elementary School will increase the science, social studies and writing proficiency for all students from 60% in 2022 to 97% in 2027 as measured by the School Report Card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2023, Fort Wright Elementary School will increase the science, social studies and writing proficiency for all students from 60% in 2022 to 68% in 2023 as measured by the School Report Card proficiency data.*	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on Google Drive	$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments	LMS-Performance Matters	$0
Objective 2: *By 2023, Fort Wright Elementary School will decrease the science, social studies and writing novice for all students from 8% in 2022 to 7% in 2023 as measured by the School Report Card proficiency data.*	KCWP 4: Review, Analyze and Apply Data	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	Daily through Weekly Lesson Plans (Adjusted as needed); Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly Lesson Plans are submitted to administrators on Google Drive/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	CSIP Strategy Meetings; PDs; Student Lab Observations	Administrator Walks and Observations	$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2023, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 41% in 2022 to 49% in 2023 as measured by the school report card proficiency data.*	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrator Walks and Observations	Lesson Plans; LMS-Performance Matters; Sped Dashboard; Compliance Data	$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments; IEP Goal Monitoring	Weekly Lesson Plans are submitted to administrators on Google Drive; LMS-Performance Matters; Sped Dashboard	$0
	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly MTSS Meetings; Weekly PLCs	LMS-FA & CA Data/ Weekly PLC Agenda and Minutes contain Action Plans for the following week; MTSS Data	$0
Objective 2: *By 2023, Fort Wright Elementary School will increase math proficiency for students with disabilities from 30% in 2022 to 38% in 2023 as measured by the school report card proficiency data.*	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrator Walks and Observations	Lesson Plans; LMS-Performance Matters; Sped Dashboard; Compliance Data	$0
		Ensure that formative assessment practices	Daily through Weekly Lesson	Weekly Lesson Plans are submitted to	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Plans; Learner Targets; Weekly Assessments; IEP Goal Monitoring	administrators on Google Drive; LMS-Performance Matters; Sped Dashboard	
	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly MTSS Meetings; Weekly PLCs	LMS-FA & CA Data/ Weekly PLC Agenda and Minutes contain Action Plans for the following week; MTSS Data	$0

4: English Learner Progress

Goal 4: *By 2027, Fort Wright Elementary School will increase reading proficiency for EL students from 50% in 2022 to 97% in 2027 as measured by the School Report Card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2023, Fort Wright Elementary School will increase reading proficiency for EL students from 50% in 2022 to 60% in 2023 as measured by the school report card proficiency data.*	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrator Walks and Observations; ACCESS scores	Lesson Plans; LMS-Performance Matters; PLP Service Plan	$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments	Weekly Lesson Plans are submitted to administrators on Google Drive; LMS- Performance Matters	$0
	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports	Weekly MTSS Meetings; Weekly PLCs: ACCESS Scores	MTSS Minutes/ Weekly PLC Agenda and Minutes contain Action Plans for the following week	$0

5: Quality of School Climate and Safety

Goal 5: *By 2027, Fort Wright Elementary School will decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 30% in 2022 to 0% in 2027 as measured by the School Report Card.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: *By 2023, Fort Wright Elementary School will decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 30% in 2022 to 22% in 2023 as measured by the School Report Card proficiency data.*	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Weekly MTSS Meetings; School Based Therapy; Small Groups with FRYSC Counselor, RBTL Interventionist; Extra-Curricular Opportunities; Adult Advocates; Tower Time	Weekly MTSS Agenda and Minutes; PBIS Data; Discipline Data; Attendance Data, Terrace Metrics	$0

6: Impact

Goal 6: *By 2027, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration of quality from 90% in 2020 to 99% in 2027 as measured by Impact Survey Data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *By 2023, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback of quality from administration from 90% in 2020 to 92.5% in 2023 as measured the Impact Survey Data.*	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	Monthly Classroom Walks	Classroom Walk Spreadsheet; Walk Feedback Forms; Weekly Walk Data in Newsletter; Lesson Plans	$0
		Plan for and implement active student engagement strategies.	Formal Observations; Monthly Classroom Walks	Classroom Walk Spreadsheet; Classroom Walk Feedback Forms; Performance Matters- Weekly Assessment Data; MAP; KSA Data	$0