2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09212022_14:15

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
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.

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R C Hinsdale Elementary School

Please enter your name and date below to certify.
Joshua Feldmann   September 21, 2022

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2022-23 Phase One: Executive Summary for Schools

R C Hinsdale Elementary School
Joshua Feldmann
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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?

R. C. Hinsdale Elementary is comprised of 534 students in grades P-5, with 36 certified staff members. We are located in Edgewood, Kentucky as part of the Kenton County School District, which is located in the northern part of the state. Every staff member is highly qualified to teach his/her specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education. R. C. Hinsdale has consistently achieved at high levels on state assessments for the past four years, but in recent years has experienced the impact of a changing student demographic. The percentage of at-risk students as identified by poverty, minority, English learner and students with disabilities continues to increase. Despite these challenges, our highly qualified staff is responsive to the needs of our students and receives a significant amount of support from our generous Parent/Teacher Association (PTA) which assists our school with fundraising efforts to support curriculum and technology enhancement opportunities for all students. We have forged strong connections and partnerships with schools in our feeder pattern to better support our most at-risk learners. High school students, some of whom were once students in our school, serve as mentors to our students and assist students academically and behaviorally to promote positive outcomes.

School's Purpose

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

The mission of R. C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens. We believe the following: All children want to learn; all children can learn. Learning is a lifelong process. Instruction should be relevant to children's lives. Problem-solving skills and critical thinking skills are valuable. Education is a partnership among home, school, and community. Respect for self and others promotes a sense of community and an environment conducive to learning. Every individual has a unique combination of abilities and attributes that, when recognized, nurtured and challenged, promote the realization of potential. R. C. Hinsdale embodies this purpose by holding students accountable and teaching the whole child. There is a strong sense of home and school partnerships and families are invested and engaged in the mission of our school. In a post pandemic world, we are looking to create more opportunities in the arts, technology, physical education, and other

extra-curricular options. These engaging activities encourage students to explore and develop their skills and talents and helps prepare students to be college and career ready. We believe that transition readiness begins from the first day a student enters our doors.

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.

R. C. Hinsdale has achieved superior ratings on state achievement assessments for the past three years and has also been recognized as a School of Distinction. Historically, our students have performed at or above grade level and our overall achievement has remained consistently high. Our attendance data ranks among the highest in the state. As the demographic characteristics of our students and families has changed in recent years, we have experienced some challenges with regard to helping all students achieve at high levels. Through our school's Multi-tiered System of Support (MTSS), we are providing all students, especially our at-risk learners which includes students with disabilities, English Language Learners and economically disadvantaged students, the opportunity to excel and demonstrate achievement at proficiency and beyond. As a community of professionals, we are developing tighter and more efficient PLC structures so that teachers can quickly identify student needs and how to address those needs, whether academically or behaviorally.

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.

Through the strong support of our families and community, we will meet the needs of all students. We continue to seek opportunities to build stronger community partnerships that that will further support the needs of all of our learners. We recognize the challenge of providing a world class education in a post pandemic society. We work each day at analyzing data, behavior data, and SEL information to provide our students with every opportunity to succeed. Our students hold high expectations for themselves and our teachers have invested in our school for more than 100 years concurrently. R. C. Hinsdale is an outstanding school, and we will continue to reach higher to achieve success. Our theme for this school year is that

life is like a windshield...we have a facing forward mindset and how together we can move staff and students towards college and career readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09232022_08:03

2022-23 Phase One: School Safety Report

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
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R C Hinsdale 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

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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R C Hinsdale Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10192022_10:34

2022-23 Phase Two: The Needs Assessment for Schools

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R C Hinsdale 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 SBDM council, Team leaders represented by each grade level, Grade level teams (PLCs), and Special Area Teams, review and analyze data results through monthly meetings. Team Leaders meet monthly, and grade level teams (PLCs) meet weekly to review, analyze, and apply data results. Meetings are documented with agendas and notes. The Administrative team composed of the principal, assistant principal, and guidance counselor meet weekly to review, analyze and apply data results. In addition, our Special Education Team meets bi-weekly to discuss student progress towards proficiency as well as IEP goals and review best practices for IEP compliance. Following each MAP assessment (Fall and Spring) administrators meet with teachers to discuss results and determine next steps to help students reach proficiency.

Every 6-8 weeks our MTSS teams meet to review data for all Tier II and Tier II students. These teams review data in both academic and behavior supports. MTSS members include administration, school counselor, district personnel, and

interventionists. The administrative team reviews data to determine progress levels and shares those results with the SBDM during monthly meetings. This data includes, KSA results, MAP data, and behavioral reports from Infinite Campus.

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?

The goals, objectives, and strategies from last year's CSIP were extremely successful. The two main areas we focused on academically were in the areas of Math and Reading for students with disabilities. Behavior data showed we had seen an increase in the amount of behavior referrals from 2019-2020 to 2021-2022

According to last year's CSIP, a goal we identified was from 2018-2020 school years where we saw an 11% increase in novice scores in reading among students with disabilities.

- Math 2020-2021 (47.8%) Proficient and Distinguished   Math 2021-2022 (67%) Proficient and Distinguished
- Reading 2020-2021 (46.2%) Novice   Reading 2021-2022 (30%) Novice
- Behavior Data 2020-2021 (August-October) 16 Referrals Behavior Data 2021-2022 (August - October) 14 Referrals
- Attendance Data 2021-2022 96.9%   Attendance Data 97.25%
- MAP Projection on KSA for Reading 2021-2022 (72%) Proficient and Distinguished   2022-2023 Projection (67%) Proficient and Distinguished
- MAP Projection on KSA for Math 2021-2022 (68%) Proficient and Distinguished 2022-2023 Projection (60%) Proficient and Distinguished
- Last year's goals were successful as seen by the percentages above. These goals were reached by strengthening our weekly PLC structures and MTSS processes. Becoming a more data driven school and using available data to help guide our instructional focus. This year's plan will use data from the KSA., MAP data, and district common assessment data to help guide our focus for the current academic year. Behavior decrease through increase of days with KTP support for students and strengthening of MTSS behavioral supports. Attendance improvements can be linked with attendance policy and collaborative efforts with our school/district RBTL support team.

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.
    - From the 2020-21 school year, we have seen a decrease in our P/D writing from 65% to 58% in 2021-22.
    - From the 2019-20 school year, we have seen a decrease in our survey data related to students being mean/hurtful on social media (45% agree) which has affected our overall school percentages.
    - From 2020-2021 to 2021-2022 we saw an increase of behavior referrals for SPED students from 25% to 57% .

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.
    - 63% of our students scored proficient or distinguished on the Kentucky Summative Assessment in Social Studies
    - 61% of our students scored proficient or distinguished on the Kentucky Summative Assessment in Science
    - 67% of our students scored proficient or distinguished on the Kentucky Summative Assessment in Math
    - 65% of our students scored proficient or distinguished on the Kentucky Summative Assessment in Reading
    - Survey results indicated that 100% of staff feel respected here at school
    - Survey results indicated that 81% of staff feel school leaders respond to their feedback

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.

> Writing is an area of growth for our school. 90% of students of students with disabilities scored below proficiency on the Kentucky Summative Assessment (KSA) in writing as opposed to 42% for all students.   In the area of Math only 35% of students with disabilities scored Proficient or Distinguished on the KSA as opposed to 67% for all students. Likewise only 35% of students with disabilities scored Proficient or Distinguished on the KSA as opposed to 65% for all students.

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.

> Areas of strength to celebrate are ones that we identified as priorities and concerns last year. Last year only 33% of fourth grade students scored Proficient or Distinguished on the Science portion of the 2020-21 KPREP state assessment. I am proud to say that on the 2021-2022 KSA Science portion that number rose to 61% of fourth graders Proficient or Distinguished. This increased our district ranking from 11th to 1st in the district and 15th in the entire state. In Social Studies for the KSA in 2021-2022 we were 63% Proficient and Distinguished, placing us 1st in the district, and 33rd in the state. In terms of IMPACT survey data, 92% of staff felt optimistic that our school would improve in the future. Additionally, 96% of staff reported that our school has a positive tone; this is an increase of 27% from the 2020 survey.

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

ATTACHMENTS

Attachment Name

2022-2023 CSIP Phase II

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2022-2023 CSIP Phase II		• 7

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?	• Implementation of school and district data dashboard for data analysis. • Alignment of new school reading curriculum with our district common assessment calendar. This will work in conjunction with students meeting state standards • Weekly PLC discussion with teachers/grade levels on standards and curriculum
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?	• Teachers receive at least one walk per month. These walks focus on all phases of the Cycle of Quality Instruction. • Teaches provide feedback from district walks and observe teaching peers to gain further insights on highly effective instruction. • Teachers receive updates on staff trends as it relates to the various elements of the cycle of instruction being implemented throughout the building.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• Assessments are given from previous years for teachers to establish baseline of present levels for students. • PLC structures that incorporate data analysis on common and formative assessments.
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?	• District leadership meetings that focus on balanced assessments and further support opportunities where district and school leaders can analyze data to locate trends, strengths, and potential gaps.

	• Team lead meetings and PLC structures established to breakdown assessment data. These assessments may be formative, summative, or district common assessments.
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?	• Teachers submit progress monitoring data prior to PLC meetings. • MTSS tier 2 and tier 3 data check meetings every 6-8 weeks to monitor and discuss student progress. • Staff training focused on MTSS and how to properly track student progress during interventions • Weekly PLC meetings are held collaboratively with teachers and administration for the breakdown of data and establishing needs-based areas of focus to guide future 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?	• Our school team is conducting a book study focusing on self-growth. The book helps each individual staff member conduct a self-exploration to identify one word that will drive them this year. • Student celebrations and recognitions are held for students exemplifying social and academic success within the school community. • Our school partners with a neighboring high school to provide mentors for our students who are in need of an older role model.

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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.

o Yes

o No
● **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).

o Yes
o No
● **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).

o Yes
o No
● **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)).

o Yes
o No
● **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)).

o Yes
o No
● **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).

o Yes
o No
● **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).

o Yes
o No
● **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).

o Yes

o 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).

o Yes

o 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)).

o Yes

o 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).

o Yes

o 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)).

o Yes

o 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).

o Yes

o 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.

o Yes

o 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.

o Yes

o No

- **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.

o Yes

o No

● **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.

o Yes

o No

● **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).

o Yes

o No

● **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.

o Yes

o 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.

o Yes

o 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.

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_11232022_14:15

2022-23 Phase Three: Comprehensive School Improvement Plan

R C Hinsdale Elementary School
Joshua Feldmann
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

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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.

Hinsdale will focus on increasing both Math and Reading proficiency and additionally increasing Writing proficiency. Hinsdale will also be addressing GAP goals for students in both Reading and Math. Finally, we will be looking at our school climate to improve how students feel they are treated by peers, particularly with online behavior.

ATTACHMENTS

Attachment Name

📄 2022-2023 CSIP Phase III

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

2022-23 Phase Three: Comprehensive School Improvement Plan - 2022-23 Phase Three: Comprehensive School Improvement
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R C Hinsdale Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2022-2023 CSIP Phase III	Goal Builder Sheet	•

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:
Students at RC Hinsdale increasing from 65% Proficient and Distinguished in Reading on KSA in 2022 to 85.95% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase % Proficient and Distinguished in Reading from 65% in 2022 to 69.25% in 2023.	Review, Analyze, and Apply Data	Monitor RTI school processes with Proficiency Data Dashboard tools.	Triangulating data using MAP and formative and common assessment data.	Weekly PLC review and collaboration	$0
	Design, Align, and Deliver Support	Deconstructing of Reading Standards to ensure rigor of standard is being met in classroom tasks and assessments.	Monthly teacher walk data highlighting areas of strength and growth in teacher instruction.	PD through staff meetings	$0
	Determine tiered intervention and needs	Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs. Spiral review from KCSD common assessments.	Using NWEA premium reports as a predictor of proficiency and identify areas of growth.	MTSS Data PLC's every 6-8 weeks	$0

Goal 1:
Students at RC Hinsdale increasing from 67% Proficient and Distinguished in Math on KSA in 2022 to 82.7% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase % Proficient and Distinguished on KSA in Math from 67% in 2022 to 70.92% in 2023.	Review, Analyze, and Apply Data	-Monitor RTI school processes with Proficiency Data Dashboard tools. - Deconstruction of Math Standards to ensure rigor of standard is being met in classroom tasks and assessments.	-Triangulating data using MAP, formative, and common assessment data. - Monthly teacher walk data highlighting areas of strength and growth in teacher instruction.	-Weekly PLC review and collaboration - PD through staff meetings	$0
	Design, Align, and Deliver Support	Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs.	Using NWEA premium reports as a predictor of proficiency and identify areas of growth.	MTSS Data PLC's every 6-8 weeks	$0

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

Goal 2 Increase the percentage of proficient and distinguished in Writing from 58% in 2022 to 78% in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase % of Proficient and Distinguished on KSA in Writing from 58% in 2022 to 62% in 2023.	Review, Analyze, and Apply Data	Each month at our PLC meetings, grade level teams bring writing examples. We will share and discuss the writing to guide future instruction. This is a byproduct of a summer writing PD we provided for our staff.	Implementation of high engagement strategies in all classes.	Walkthroughs, District Site Visits, and Grade level writing PLCs	$0
	Design and Deliver Instruction	-5th grade teachers, students and administrators hold a "Writing Boot Camp" where we break students into smaller groups and provide further instruction in the writing process. - District wide consultants support teachers in KCSD writing scope and sequence.	Implementation of Cycle of Quality Instruction in the writing blocks.	Walkthroughs, District Site Visits, KCSD consultant support.	$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 Increase percentage of Proficient and Distinguished in Reading from 35% to 40%.	Review, Analyze, and Apply Data	-Special ED team uses Data Dashboard to monitor student progress and IEP goal progress. - Deconstruction of Reading standards to ensure level of rigor matches the standard.	-Students demonstrating mastery and goal setting achievement. - Monthly Teacher Walk Data with Cycle of Quality Instruction.	Monitoring IEP goals as well as progress towards mastery.	$0
Objective 2 Increase percentage of Proficient and Distinguished in Math from 35% to 40%.	Review, Analyze, and Apply Data	-Special ED team uses Data Dashboard to monitor student progress and IEP goal progress. -Deconstruction of Math standards to ensure level of rigor matches the standard.	Students demonstrating mastery and goal setting achievement. -Monthly Teacher Walk Data with Cycle of Quality Instruction.	Monitoring IEP goals as well as progress towards mastery.	$0

4: English Learner Progress

Goal 4 :
Students at RC Hinsdale will increase % of Proficient and Distinguished in Reading from 50% to 70% on the 2027 KSA and increase the % of Proficient and Distinguished students in Math from 25% to 45% on the 2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 RC Hinsdale will increase its % of Proficient and Distinguished students in Reading from 50% to 54% on the 2023 KSA.	Review, Analyze, and Apply Data	Monthly PLC scheduled meeting with school level EL team to monitor student progress.	Students demonstrating mastery and goal setting achievement.	Monitoring EL goals as well as progress towards mastery.	$0
Objective 2 RC Hinsdale will increase its % of Proficient and Distinguished students in Math from 25% to 29% on the 2023 KSA.	Review, Analyze, and Apply Data	Monthly PLC scheduled meeting with school level EL team to monitor student progress.	Students demonstrating mastery and goal setting achievement.	Monitoring EL goals as well as progress towards mastery	$0

5: Quality of School Climate and Safety

Goal 5: Increase percentage of students from 42% to 47% who agree that students being mean and hurtful to other students is NOT a problem at this school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase percentage from 42% to 47%. of students who agree or strongly agree that students being mean or hurtful to other students is NOT a problem for this school.	Review, Analyze, and Apply Data	-School counselor and HN staff integrate social media tips for elementary students within the SEL curriculum and school guidance. -School counselor and HN staff continue to train and implement our school wide SEL program, Second Steps.	Decrease in percentage of the School Quality Survey.	Terrace Metrics Survey and Annual Student Quality Survey	$0
Objective 2: Increase percentage of students from 58% to 62%. who agree or strongly agree that students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school.	Review, Analyze, and Apply Data	-School counselor and HN staff integrate social media tips for elementary students within the SEL curriculum and school guidance. - School counselor and HN staff continue to train and implement our school wide SEL program, Second Steps.	Decrease in percentage of the School Quality Survey.	Terrace Metrics Survey and Annual Student Voice Survey	$0

6: Impact Survey

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the professional growth and learning opportunities available to faculty from 45% in 2022 to 60% in 2026.	Design and Deliver Instruction	-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery. - Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. - Survey staff regarding professional development needs and utilize this information school-wide PD plan for 2023.	-Implementation of high engagement strategies in all classes. - Implementation of The Cycle of Quality Instruction. -100% Staff participation and input.	Walk throughs, Faculty Meetings, Technology Training, and Survey Data	$0

2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09082022_17:25

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
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.

Please enter your name and date below to certify.
Mindy Coleman 9/22/22

2022-23 Phase One: Executive Summary for Schools_09082022_17:22

2022-23 Phase One: Executive Summary for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
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?

Kenton Elementary School is one of 11 Elementary schools in the Kenton County School District located in Independence, Kentucky. Kenton Elementary currently has an enrollment of 670 Preschool through Fifth Grade students. We have approximately 45 certified staff members and 16 classified support staff. Our positive support program is based on the "CATS" expectations. These expectations are taught throughout the school year in all areas of the school building and the school bus. Students can earn rewards by following the "CATS" expectations (Commitment, Achievement, Teamwork, Self-Control). Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, energy wise team, chorus, intramural sports, academic team, garden club, archery and Art club. We have a very active Parent Teacher Association that works with school staff to plan family engagement programs throughout the year.

School's Purpose

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

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success. The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential and grow to become responsible productive members of society. In order to help students reach their highest academic potential, the staff at Kenton Elementary provide both academic and social and emotional instruction. This includes providing differentiated lessons during both core academic lessons and RTI to meet the needs of students and challenge them at the same time. The staff also provides tiered support social emotional learning lessons using the Choose Love curriculum. Teachers create individual goals with students on formative and summative assessments and celebrate with students as they meet these goals. We believe that our parents play a key role in their child's education. Our FRC, along with our PTA and SBDM committees plan activities throughout the school year that help parents stay involved in their child's education. Some of these activities include, parent/teacher conferences, math night, literacy night, Veteran's Day program, All pro dads and parent café meetings.

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.

Spring 2021 reading MAP data indicates that 43.67% made expected growth while 58% of all students made expected growth in spring of 2022. Also, spring 2021 spring math MAP data indicates that 62% of students made expected growth while in Spring 2022 54% of students made expected growth. In the 2021-2022 school year, 73% of all students scored proficient/distinguished on weekly reading assessments and common assessments compared to 47% in the 2020-2021 school year. Also, during the 2021-2022 school year, 56% of students with disabilities scored proficient/distinguished on weekly reading assessments and common assessments which is an increase from 11% from the 2020-2021 school year. During the 2021-2022, 77% of all students scored proficient/distinguished on math weekly assessments and common assessments compared 63% of students in the 2020-2021 school year. Also, 40% of students with disabilities scored proficient/distinguished on math weekly assessments and common assessments in the 2020-2021 school year, which increased to 55% in the 2021-2022 school year. Kenton will continue to work on closing the GAP for students with disabilities in both reading and math. The assessment data we will use to determine if this gap is closing is map data

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.

According to Spring 2022 Terrace Metrics data indicates that 87% of third grade students, 77% of fourth grade students and 80% of fifth grade students were in the satisfactory/optimal range for global satisfaction. Also, there was over 90% of students in third through fifth grade that said they have a positive school experience on the Terrace Metrics assessment.

2022-23 Phase One: School Safety Report_09082022_17:23

2022-23 Phase One: School Safety Report

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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Kenton Elementary School

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Kenton 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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Kenton Elementary School

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 a 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 limit 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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Kenton 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 8/11/22

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 8/11/22

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 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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2022-23 Phase Two: The Needs Assessment for Schools

Kenton Elementary School
Mindy Coleman
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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 at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. At these meetings, student data is analyzed to determine student mastery and student needs in order to reach proficiency. Remediation plans are created for students that did not reach proficiency according to assessment data and for the questions that were missed most frequently by students. Data is also reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). At this meeting the MTSS team triangulates data (weekly assessments, common assessments, MAP, KSA). Feedback is provided to teachers to ensure students are in the correct intervention program that is being implemented and to determine the student is placed in the correct tiered intervention. Weekly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist. At these meetings student data is reviewed to determine progress towards proficiency and progress towards meeting IEP goals. Assessment results are provided to the SBDM

Council members and made public to the community through individual student reports and school newsletter. Assessment results are reported to SBDM throughout the school year. Minutes from PLC, MTSS and SBDM are created at each meeting.

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?

Goal 1: Proficiency

Staff will continue to focus on the cycle of quality instruction, with an emphasis on student engagement and the use of technology.   Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, and use successful engagement strategies (Kagan strategies, Accountable talk, whole brain learning strategies lessons that promote collaborative learning). Administration will provide school wide and grade level specific feedback on weekly lesson plans and conduct targeted instructional walks and provide support to teachers. Staff will discuss weekly assessment data at PLC meetings to determine trends on standards missed the most to determine remediation needs.

Obj 1: Collaborate to increase reading proficiency from 51.8% P/D to 71.0% P/D in October 2022. This is an increase of 16.2% to 68%.

Obj 2: Collaborate to increase math proficiency from 59.4% P/D to 69.4% P/D in October 2022. This is an increase of 9.6%.to 69%.

Goal 2: Separate Academic Indicator

Students participate in weekly formative assessments and this data is discussed at PLC meetings to analyze student trends of standards most missed by students to plan remediation. Also, students will participate in writing book camp multiple times throughout the year. Science, Social Studies and Writing plans are checked by administration weekly to ensure that the focus on the cycle of quality instruction, with an emphasis on student engagement and the use of technology.   Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, and use successful engagement strategies

Obj 1:Collaborate to increase science proficiency from 38.7 %P/D to 62.4% by October 2022. This goal was not met, but there was a 4.3% increase to 43%.

Obj. 2:Collaborate to increase writing proficiency from 81.1 %P/D to 85% by October 2022. This goal was not met and there was a 1.1% decrease in students scoring proficient/distinguished.

Goal 3: GAP

Special education teachers will meet weekly with an administrator to discuss progress towards mastery of IEP goals and to determine next steps for the students. The special education team will meet monthly to discuss student progress and district initiatives for special education. Special education staff meet with grade level teams at PLC weekly to discuss student data on grade level assessments. Targeted instructional walks will take place by administration in both collaboration and resource time. Feedback will be provided to teachers on how to help students reach grade level mastery and progress towards their IEP goals. Professional development will take place for teachers according to instructional walk data and assessment data. Special education teachers will upload data into IC weekly to ensure continuous monitoring of progress towards IEP goals.

Obj 1: Collaborate to increase reading for students with disabilities from 35.7% P/D to 50.7% P/D by October 2022. The goal was not reach and there was a -.7% decrease of students scoring proficient/distinguished.

Obj 2: Collaborate to increase math for students with disabilities from 21.4% P/D to 44.1% P/D by October 2022. However, there was a +16.6% in crease to 38% of students scoring proficient/distinguished.

Goal 4: Growth

This year, teachers are goal setting with students for MAP, weekly assessments, common assessments and KSA. This data is reviewed and celebrated weekly so that students can see their growth throughout the year. Also, MTSS process is utilized for both academic performance and social emotional/behavior needs. Students that need extra support are on our watch list. Progress monitoring data is collected for the students on the watch list in their area of concern. This year, grade level teachers will attend Tier II and Tier III meetings to discuss student progress and next steps for instruction. This data, along with formative and summative assessments are analyzed weekly at PLC meetings and MTSS meetings. This data is used to determine the tiered intervention a student needs in order to close the gap in learning. RTI groups are formed according to these data sets and students remain in the current intervention until data reflects that the student made improvements to exit the intervention or needs more support. Parents are notified when a student enters or exits a tiered intervention.

Obj 1: Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 43.67% in spring of 2019 to 67.2% by spring 2021. This goal was not met, but there was a 9.63% increase to 53.3%.

Obj 2: Collaborate to increase math percentages of students achieving growth in MAP percentiles from 49.49% in spring of 2019 to 70.5% by spring of 2021. .5% to 49.49%.

Goal 5: Other

This goal was met at 58% of teachers indicating that the professional development sessions offered are valuable. This year, in addition to the professional development sessions offered through the Kenton County School District, there will be monthly grade level meetings based on needs of teachers. Also, monthly staff

meetings will be mini professional development sessions based on teacher need and interests. District staff, school administration and teachers will lead sessions throughout the year.

Collaborate to increase valuable professional development sessions from 39% in Winter 2020 to 50% in Spring 2021.

Trends
   3. Analyzing data trends from the previous two academic years, which academic, cultu 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.
   -Spring reading map data in 2020-2021indicated that 66% of all students scored at or above the 50%ile. While Spring Reading Map data in 2021-2022 indicated that 72% of all students score at or above the 50%ile. This is an 8% increase.

   - In Spring 2020-2021, 66.28% of Third Grade students were reading at or above grade level expectation compared 74% in the 2021-2022 school year. This is an 8% increase

   -In the 2019-2020 school year, 26.87% of students were in a math tiered intervention, while in the 2021-2022 school year there were 7.09% students. This is a 19.78% three year decrease.

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.

-Spring 2021-2022 Terrace Matrix data, 90% of students report they have a positive school experience.

-Spring 2021-2022 Math Map data indicates that 75% of all students scored at or above the 50%ile.

-Yearly attendance for the 2021-2022 school year was 95.63%

-Spring 2021 writing KSA data indicated that 80% of fifth grade students scored proficient/distinguished.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise number: 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.

-2021-2022 Reading weekly assessment/common assessment data indicates that 73% of all students K-5 scored proficient/distinguished, while 56% of students with disabilities scored proficient/distinguished. Students with disabilities in second and fourth grade did not meet the yearly goal of 60% proficient/distinguished.

-2021-2022 Math weekly assessment/common assessment data indicates that 77% of all students K-5 scored proficient/distinguished, while 55% of students with disabilities scored proficient/distinguished. Students with disabilities in second and fifth grade did not meet the yearly goal of 60% of students proficient/distinguished.

-2021-2022 KSA data indicates that 69% of students are proficient/distinguished in math, while 38% of students with disabilities are proficient/distinguished. Also, reading KSA data indicates that 68% of all students scored proficient/distinguished, while 35% of students with disabilities score proficient/distinguished.

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 low performance in math.

- KSA data indicates that the learning GAP between students that are economically disadvantaged compared to students that are not economically disadvantaged continues to close in both reading and math. On the spring 2021 KSA the GAP between proficient/distinguished students that are economically disadvantaged in reading was 30%. On the spring 2022 KSA it was 12%. Also, on the math 2022 KSA the gap between these two groups was 42% and in the spring of 2022 it was 19%. While there is a still a gap, it shows that the strategies.

-The percentage of all students scoring proficient/distinguished on reading KSA has increased from 51.8% to 68%.

- The percentage of all students scoring proficient/distinguished on math KSA has increased from 59.4% to 69%.

-Weekly assessment and common assessment data for all students increased in both reading and math. 2020-2021 reading data indicates that 47% of students scored proficient/distinguished and in 2021-2022 73% of students in that category. Also, in 2020-2021 math data showed 63% of all students scored proficient distinguished and with an increase to 77% in 2021-2022.

The system that supports these successful scores in both reading and math include, teachers creating rigorous lessons that include assessments aligned to the correct standards. Weekly analysis of assessment scores at PLC meetings to determine remediation for standards that were not mastered by students. Plans are developed for individual students that continuously score below grade level expectations. The MTSS team analyzing assessment data and progress monitoring data for students in tiered interventions to determine if students are receiving the correct amount of support.

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.
Please see attachment

Attachment Summary

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

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Kenton Elementary has a math committee and an ELA committee that analyzes the current curriculum used for both core instruction and tiered interventions. They provide information when the data is showing that a program is not working and adjustments need to be made. They also research curriculum that has shown success for schools that have similar needs as Kenton to implement with our students. Teachers attend professional learning opportunities throughout the school year to deconstruct standards and determine if assessments are fully aligned to the standard. SBDM discusses curriculum needs when needed.
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?	KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on student engagement and the use of technology. Staff will work together to plan and implement lessons that are rigorous and promote productive struggle, and use successful engagement strategies (Kagan strategies, Accountable talk, whole brain learning strategies lessons that promote collaborative learning). Staff will participate in professional learning sessions on how to incorporate technology into the classroom..
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet the needs of all students, including but not limited to what students currently know and what standards need remediation. Students will goal set for formative and summative assessments to help keep track of their own

	learning. Assessment scores will be shared and discussed with staff on a weekly basis. Overall school assessment scores are shared with parents and SBDM throughout the school year.
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?	The MTSS process is utilized for both academic performance and social emotional/behavior needs. Students that need extra support are on our watch list. Progress monitoring data is collected for the students on the watch list in their area of concern. This data, along with formative and summative assessments are analyzed weekly at PLC meetings and MTSS meetings. This data is used to determine the tiered intervention a student needs in order to close the gap in learning. RTI groups are formed according to these data sets and students remain in the current intervention until data reflects that the student made improvements to exit the intervention or needs more support. Parents are notified when a student enters or exits a tiered intervention.
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?	KCWP 5: Staff will discuss student progress during PLC meetings, MTSS meetings and staff meetings ensuring students are in the correct intervention. Also, discuss instructional strategies to implement in core classes to help students reach mastery of standards. Growth in core classes is a goal this school year, especially for our students with disabilities. In order to help this population make growth, teachers will analyze data (progress monitoring data, MAP data, formative assessment data) and work with special education teachers to make sure that student plans are followed

	and that students are making progress towards reaching IEP goals and mastery of grade level standards.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Staff will continue to follow the code of expected behavior for interventions for student behavior, SEL intervention ideas and consequences for behaviors when necessary. Teachers will discuss the CATS expectations with students and monitor student behavior in all areas of the school building. The staff uses Class Dojo to communicate with parents regarding behavior needs and successes. We have a full time FRYSC that works with families to offer resources for to meet basic needs, outside therapy, tutoring etc. FRYSC and the staff communicate when a need arises. Our school counselor conducts classroom lessons on bullying and the school participates in the anti-bullying pledge. Kenton Elementary has a cultural awareness committee that plans events and finds resources for teachers to celebrate different cultures. Teachers also integrate different cultures into daily lessons.

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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.

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).

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

2022-23 Phase Three: Comprehensive School Improvement
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2022-23 Phase Three: Comprehensive School Improvement Plan

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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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.

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

• Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
Comprehensive Improvement Plan		•

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: *Increase reading proficiency from 68% P/D students in 2022 to 98% of students P/D rate in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase reading proficiency from 68% P/D to 78.0% P/D in October 2023.	KCWP 2: Design and Deliver Instruction Classroom Activities	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and KSA	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
		Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans Monthly learning walk data	0
		Provide feedback on weekly lesson plans to ensure assessments match the standard taught in class. Also, regarding high cognitive tasks. Training provided to staff throughout the year to create lesson plans.	Learning Walks and Lesson Plans	Checking of weekly lesson plans Staff meeting agenda	0
		Use formative and summative (Performance Matters assessments, MAP) evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly reading data to determine P/D percentages of students. Weekly PLC meetings Weekly MTSS meetings	0
		Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and KSA Data	Student Goal Sheets	0
	KCWP 4: Review, Analyze Apply Data	Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. Create plans to remediate standards as necessary	Assessment data From Performance Matters, MAP	PLC meetings MTSS meetings	0
		Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.	Progress monitoring tools and data	MTSS meetings PLC meetings Staff meeting agenda	0

Goal 1: *Increase reading proficiency from 68% P/D students in 2022 to 98% of students P/D rate in 2025.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and KSA	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0

Goal 1: *Increase math proficiency from 69% P/D students in 2022 to 99% of students P/D rate in 2025.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: Collaborate to increase math proficiency from 69% P/D to 79.0% P/D in October 2023.	KCWP 2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and KSA Data	Student Goal Sheets	0
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. Create plans to remediate standards as necessary	Assessment data From Performance Matters, MAP	PLC meetings MTSS meetings	0
		Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.	Progress monitoring tools and data	MTSS meetings PLC meetings	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly assessment measures, MAP and KSA	Use of best practices in weekly lesson plans and in grouping of students for small group instruction and RTI.	0
	KCWP 2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Checking of weekly lesson plans Monthly learning walk data	0
		Provide feedback on weekly lesson plans to ensure assessments match the standard taught in class. Also,	Learning Walks and Lesson Plans	Checking of weekly lesson plans Monthly learning walk data	0

Goal 1: *Increase math proficiency from 69% P/D students in 2022 to 99% of students P/D rate in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		regarding high cognitive tasks. Training provided to staff throughout the year to create lesson plans.			
		Use formative and summative (Performance Matters assessments, MAP) evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students. Weekly PLC meetings Weekly MTSS meetings	0
		Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and KSA Data	Student Goal Sheets	0

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

Goal 2: *Increase science proficiency from 43% P/D students in 2022 to 64% of students P/D rate in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase science proficiency from 43% P/D to 50% by October 2023.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Learning walk data Learning walks feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings Monthly learning walk data	0
		Vertically align and implement Science Standards through Project Lead the Way.	Learning Walks Lesson Plans	Feedback from classroom walks Science assessment data	0

Goal 2: *Increase science proficiency from 43% P/D students in 2022 to 64% of students P/D rate in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Science Assessments		
	KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and KSA Data	Student Goal Sheets	0

Goal 2: *Increase social studies proficiency from 53% P/D students in 2022 to74 % of students P/D rate in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase science proficiency from 53% P/D to 60% by October 2023.	KCWP2: Design and Deliver Instruction Classroom Activities	Plan for and implement active student engagement strategies.	Learning Walks and Lesson Plans	Learning walk data Learning walks feedback appropriate to enhance student engagement strategies.	0
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Learning Walks, Lesson Plans, Common assessments data, weekly assessment data	Weekly PLC Meetings Weekly MTSS Meetings	0
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Learning Walks and Lesson Plans	Weekly PLC Meetings Monthly learning walk data	0
		Vertically align and implement Social studies standards	Learning Walks Lesson Plans Science Assessments	Feedback from classroom walks Science assessment data	0
	KCWP 4: Review, Analyze Apply Data	Teachers develop individual goals with students for formative and Summative Assessments.	Weekly assessments, MAP and KSA Data	Student Goal Sheets	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 Objective 1: Collaborate to increase reading from 35% P/D to 37% P/D by October 2023 for students with disabilities.	KCWP2: Design and Deliver Instruction Classroom Activities

and

KCWP6: Establishing Learning Culture and Environment Classroom Activities | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Weekly review collection of progress monitoring graphs for students with disabilities in reading. | Data graphs for watch listing of students, including those performing in the novice and apprentice areas.

Data dashboard

Weekly PLC meetings | 0 |
| | | Provide Extracurricular activities for students to give students learning opportunities outside of the classroom. | Review of participation in extracurricular activities reviewed yearly. | Attendance at extracurricular activities.

Student/Parent surveys regarding extracurricular activities. | 0 |
| | | Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. | FRC tracking of parent participation in parent events. | Parent/Student events conducted by FRC PTA and SBDM committees to support reading for all students. | $1,400 |
| | | Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.

Ensure each student has an adult advocate. | Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums. | Tracking behavior data and referrals to mental health agencies. | $500 |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals to staff in order to develop interventions to support students. Monthly PBIS meetings to discuss student behavior.	0
		Targeted Instructional Walks (standards based instruction in collaboration and IEP goal instruction in resource) Weekly lesson plan review	Learning walks and lesson plans	Monthly learning walk data for collaboration and resource	0
	KCWP 4: Review, Analyze Apply Data	Provide support for students/families to reduce barriers to learning.	Weekly review of student attendance by administration, FRC and District personnel FRC communicates with school staff regarding student's basic needs that will help reduce barriers to learning.	FRC communicates with families to discuss barriers of learning. FRC works with individuals and groups of students to increase attendance at school. FRC provides resources to families to increase attendance to help provide basic needs.	0
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. (special education teachers attend general education and special education PLC) Create individual plans for all GAP students according to data to demonstrate mastery on grade level standards.	Progress monitoring data, assessment data (Performance Matters, MAP)	PLC minutes MTSS minutes	0
		Provide professional learning sessions on instructional strategies in reading.	Teacher feedback from professional learning session. PLC minutes	PLC minutes	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Collaborate to increase math from 38% P/D to 40% P/D by October 2023 for students with disabilities.	KCWP2: Design and Deliver Instruction Classroom Activities and KCWP6: Establishing Learning Culture and Environment Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Weekly review collection of progress monitoring graphs for students with disabilities in reading.	Data graphs for watch listing of students, including those performing in the novice and apprentice areas. Data dashboard Weekly PLC meetings	0
		Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.	Review of participation in extracurricular activities reviewed yearly.	Attendance at extracurricular activities. Student/Parent surveys regarding extracurricular activities.	0
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	FRC tracking of parent participation in parent events.	Parent/Student events conducted by FRC PTA and SBDM committees to support reading for all students.	$1,400
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. Ensure each student has an adult advocate.	Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Choose Love and Why Try curriculums.	Tracking behavior data and referrals to mental health agencies.	$500
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction in office referrals for behavior and school safety	Reporting monthly on office referrals to staff in order to develop interventions to support students. Monthly PBIS meetings to discuss student behavior.	0
		Targeted Instructional Walks (standards based instruction in collaboration and IEP goal instruction in resource)	Learning walks and lesson plans	Monthly learning walk data for collaboration and resource	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Weekly lesson plan review			
	KCWP 4: Review, Analyze Apply Data	Provide support for students/families to reduce barriers to learning.	Weekly review of student attendance by administration, FRC and District personnel FRC communicates with school staff regarding student's basic needs that will help reduce barriers to learning.	FRC communicates with families to discuss barriers of learning. FRC works with individuals and groups of students to increase attendance at school. FRC provides resources to families to increase attendance to help provide basic needs.	0
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. (special education teachers attend general education and special education PLC) Create individual plans for all GAP students according to data to demonstrate mastery on grade level standards.	Progress monitoring data, assessment data (Performance Matters, MAP)	PLC minutes MTSS minutes	0
		Provide professional learning sessions on instructional strategies in reading.	Teacher feedback from professional learning session. PLC minutes	PLC minutes	0
		Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. (special education teachers attend general education and special education PLC) Create individual plans for all GAP students according to data to demonstrate mastery on grade level standards.	Progress monitoring data, assessment data (Performance Matters, MAP)	PLC minutes MTSS minutes	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide professional learning sessions on instructional strategies in reading.	Teacher feedback from professional learning session. PLC minutes	PLC minutes	0

4: English Learner Progress

Goal 4: Increase the percentage of students exiting the EL program from 20% in October 2022 to 50% in October 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase the percentage of students exiting the EL program from 20% to 30% in October 2023.	KCWP 2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data	Use formative and summative (Performance Matters assessments, MAP) evidence to inform what comes next for individual students and groups of students.	Weekly assessment measures, MAP data	Weekly math data to determine P/D percentages of students. Weekly PLC meetings Weekly MTSS meetings	0
		Individual plans (PSP) will be developed and implemented throughout the school year.	Data will be collected by EL teachers to determine growth in the program.	PSP Data	0

5: Quality of School Climate and Safety

Goal 5: *To increase the overall quality and school climate and safety survey percentage from 78.5% in 2022 to 90% in 2025.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase percentage of students agree/strongly agree that students from this school respect each other's differences (gender, culture,	KCWP 6: Establishing Learning Culture and Environment	Cultural awareness committee was formed this year to plan lessons and give resources to teachers to implement. Teachers will also participate in professional learning	Attendance in PD Lesson plans	Staff meeting/grade level meeting minutes Committee minutes Lesson plans	0

Goal 5: *To increase the overall quality and school climate and safety survey percentage from 78.5% in 2022 to 90% in 2025.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
race, religion, ability) from 84% in October 2022 to 94% in October 2023.		sessions that are focused on cultural awareness.			
		FRC works with preschool students using Baby Doll Circle Time Curriculum	Teachers and administrators review behavior data	Behavior data	0
		Teachers lead Tier I social emotional lessons following the Zones of Regulation Curriculum. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills.	Teachers and administrators review behavior data Weekly review of SEB data	Behavior data MTSS data	0
		Teachers lead Tier I social emotional lessons following the Zones of Regulation Curriculum. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills.	Teachers and administrators review behavior data Weekly review of SEB data	Behavior data MTSS data	0
		School Social worker implements classroom guidance lessons on cooperation.	Social worker lesson plans Weekly review of SEB data	Behavior data MTSS data	0

8: Other (Optional)

Goal 6: Impact Survey: *By 2025, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 50% to 80%.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase valuable professional	KCWP 6: Establishing Learning Culture and Environment	Create a survey for staff regarding professional learning sessions for the upcoming school year.	Administration will review survey results to implement professional	Survey Results	0

Goal 6: Impact Survey: *By 2025, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 50% to 80%.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
development sessions from 50% in Winter 2022 to 60% in Spring 2023.			development sessions according to results.		
		Monthly learning walk data used to differentiate staff meetings and grade level meetings throughout the year.	Administration will use walk data to determine needs for staff.	Instructional walk data	0
	KCWP 5: Design, Align and Deliver Support	Complete data analysis during PLC meetings to determine needs for professional development.	MAP Data, Weekly assessment data, progress monitoring data, reduction of behavior referrals.	Data from Aimsweb, Dibels, MAP, PBIS meeting minutes	0