



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**North Todd Elementary School**

**Bruce Voth**

7300 Greenville Road  
Elkton, Kentucky, 42220  
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.

Bruce Voth

9/28/22



## 2022-23 Phase One: School Safety Report

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## 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)?

*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



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, 8/4/22

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

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

YES, 8/9/22 11:00

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) 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 prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) 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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2022-23 Phase One: Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

**North Todd Elementary School**

**Bruce Voth**

7300 Greenville Road  
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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?

The Faculty and Staff of North Todd Elementary School are excited to be welcoming our students and their families for the 34th year for the school. This year our theme is "Happy Campers!", Throughout the year we will be exploring our national parks and celebrating the adventures America has to offer.

We are excited that we will be welcoming our School Resource Officer, Deputy Chris Driskill. In addition to keeping us all safe he will be working with and mentoring students as well as collaborating with other agencies in Todd County.

North Todd Elementary School is located on the northern end of Todd County. The school currently has 435 students enrolled in PK through 5th grade. The school population has been slowly increasing over the past two years. This also contributes to our growing subgroup of economically disadvantaged students. The school offers interventions in reading and math, both teachers in those areas are national board certified teachers. We also have an assistant principal and media specialist that are national board certified. At present, we have one other teacher with national board certification and she is serving our students in kindergarten.

### 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 NTES is to provide all students the opportunity to acquire skills necessary for success. The vision statement is; Our vision at NTES is for all students to become lifelong learners and productive members of society. Celebration of Successes is something that we take great pride in at NTES.

### 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.

Over the past year, our school became a 1:1 school in the area of technology for student use. This year we have just completed an extreme school makeover replacing all of the classroom and cafeteria furniture with Lakeshore learning. This

has transformed the learning environment for students and teachers. We have also selected a new reading and math series for K-5 classes.

#### 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.

Additional information can be found at <https://ntes.todd.kyschools.us>

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2022-23 Phase Two: The Needs Assessment for Schools

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## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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

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

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

#### **Protocol**

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

Weekly grade level PLC's are implemented by teachers to continuously analyze and review data results. The Assistant Principal and Instructional Coach participate in these meetings to provide resources and assistance as needed. The teams plan cross curricular connections for ELA, Math, Science and Social Studies. Teachers submit data results to admin on a created document as well as indicate next steps for student groups. The school leadership team consisting of a principal, assistant principal, school counselor, instructional coach, and the family resource center director. We meet weekly to take the pulse of the school and to ensure all members of leadership are on the same page. The teacher leadership team meets monthly.

There is a grade level representative on this team. Members assist and give input on the budget, resources needed, Impact survey results, as well as school data. The SBDM council meets monthly and includes teachers, parents, and the principal. The council looks at school policy, the budget, and collectively makes decisions for the school.

## 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?

Last year we developed an intervention team focused on addressing the needs of first and third grade learners based on STAR data. An instructional assistant was added to each first grade classroom and one to the third grade team with a focus on ELA. Additionally, we had a full-time teacher funded by the MAF grant and her work focused on students in the primary program. We feel like, and STAR data supports that for those targeted grades we were able to recover critical learning losses due to the pandemic. This year we have changed the way those personnel have been deployed to perform similar tasks in grades K-5. These assistants push in to classrooms to work with small group instruction when possible and pull small groups to address significant learning deficiencies. All of these interventions are supervised by our certified instructional coach.

## 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.

In comparison to school and state data, math is an area of focus. Science, social studies, and editing and mechanics show improvement. The number of office referral increased from 19 referrals in the 2020-21 school year to 54 in the 2021-22 school year. The current 2022-23 parent perception survey reflects a 11% improvement with communication with families.

- Overall average of 37% proficient and distinguished in reading compared to 45% state
- 18% proficient and distinguished in math compared to 40% state with the largest discrepancy. A 21.2% decrease with our current 4th grade students.
- 39% proficient and distinguished in science compared to 29% state
- 32% proficient and distinguished in social studies compared to 37% state
- 49% proficient and distinguished in editing and mechanics compared to 47% state

## 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.
  - Thirty-one percent (31%) of students in the achievement gap (Economically Disadvantaged) scored proficient/distinguished on Kentucky Summative Assessment (KSA) in reading. Compared to thirty-eight percent (38%) of all students.
  - Sixteen percent (16%) of students in the achievement gap (Economically Disadvantaged) scored proficient/distinguished on Kentucky Summative Assessment (KSA) in math. Compared to twenty-two percent (22%) of all students.
  - Thirty-five percent (35%) of students in the achievement gap (Economically Disadvantaged) scored proficient/distinguished on Kentucky Summative Assessment (KSA) in science. Compared to forty percent (40%) of all students.
  - Twenty-three percent (23%) of students in the achievement gap (Economically Disadvantaged) scored proficient/distinguished on Kentucky Summative Assessment (KSA) in social studies. Compared to thirty-three percent (33%) of all students.
  - Twenty-three percent (23%) of students in the achievement gap (Economically Disadvantaged) scored proficient/distinguished on Kentucky Summative Assessment (KSA) in combined writing. Compared to thirty-one percent (31%) of all students.
- All teachers trained in GRREC Literacy Academy summer 2022.
- Student enrollment is 344 students K-5 with an average daily attendance rate of 94.67%
- Parent survey indicates that communication between teachers and parents concerning academic progress has improved by 11%.

## Priorities/Concerns

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5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

KSA data reflects a 21% decline of all students in third grade performing proficient and distinguished the area of math. The data also reflects this deficiency is not related to economic status.

KSA data reflects a 14 point gap in the percentage of all students in fourth grade performing proficient and distinguished (33%) compared to economically disadvantaged students (19%) in the area of math.

### 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.

A consistent math curriculum has been adopted in all grade levels this school year. PLC meetings occur each week and staff discuss and align the instructional materials and assessments to the Kentucky Academic Standards. This is the first school year that we have had a school-wide math curriculum. Continued classroom observations and student work protocol further inform us of the changes needed to improve student achievement. We conduct regular RTI meetings to target student academic and other needs to plan needed supports. According to our latest STAR data, it indicates that the percent of students that scored 25th percentile (Tier 3) and lower decreased from 28% to 22%. Students that scored in the 26th percentile to the 59th percentile (Tier 2) decreased from 33% to 28%. Students that scored in the 60th percentile (Tier 1) and above increased from 39% to 51%. Overall, we see a decrease in Tier 2 & 3 with an increase of students in Tier 1. Our goal is for 80% of our students to score in Tier 1, 15% in Tier 2, and 5% in Tier 3 by the end of the school year. The data shows that we are progressing toward this goal.

### 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 5: We purchased a new math series to implement in K-5 with fidelity. Envisions by Savvas is a highly rated curriculum based on EdReports. The PLC process, student work analysis, and observations are in place to ensure the resources are implemented at high levels. Three tiers of instruction are built in the schedule. Additional instructional assistants and an ESS RTI teacher provide assistance with Tier 3 instruction under the direction of our curriculum coach. In addition to RTI, the curriculum coach mentors new teachers. KCWP 3: Weekly PLC meetings ensure curriculum and assessment alignment occur along with data analysis. Quarterly meetings occur to compare academics, attendance, and behavior with the use of MTSS. KCWP: 5 STAR data, common/summative assessments are analyzed with the data process in PLCs and next steps are discussed to be implemented and results shared to further impact student learning.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements of the Teaching and Learning Environment		.

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>            What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> <li>● PLC Minutes Including:                Data Teams                Standards Alignment                Shared Strategies                Name and Claim</li> <li>● RTI Meetings</li> <li>● SBDM Minutes</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b>            What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Observations</li> <li>● PLC Minutes</li> <li>● Literacy Design Collaborative</li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b>            What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> <li>● PLC Meetings                Data Analysis</li> <li>● Literacy Design Collaborative</li> </ul>
<p><b>KCWP 4: Review, Analyze and Apply Data</b>            What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> <li>● Name and Claim</li> <li>● RTI Meetings</li> <li>● PLC Agendas</li> <li>● Literacy Design Collaborative</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b>            What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● RTI Meetings</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>            What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<ul style="list-style-type: none"> <li>● Social/Emotional PD</li> <li>● PLC Notes                RTI Meeting (academic &amp; social/emotional)</li> <li>● Parent Survey</li> <li>● Student Survey</li> </ul>





## 2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

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**Bruce Voth**

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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
- No
- N/A

#### **COMMENTS**

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

- Yes
- No
- N/A

#### **COMMENTS**

#### Title I Programs

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

- Yes

- No
- N/A

**COMMENTS**

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
- 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)).

- Yes
- 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 under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- Yes
- No
- N/A

**COMMENTS**

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**

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).

**Yes**

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).

**Yes**

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).

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

**COMMENTS**

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

**COMMENTS**

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

**COMMENTS**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

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

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.

Yes

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).

Yes

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.

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Title I Targeted Assistance School Programs

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

Yes

No

N/A

**COMMENTS**

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

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

No

N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

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

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

Yes

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.

Yes

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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# 2022-23 Phase Three: Comprehensive School Improvement Plan\_NTES

2022-23 Phase Three: Comprehensive School Improvement Plan

**North Todd Elementary School**

**Bruce Voth**

7300 Greenville Road  
Elkton, Kentucky, 42220  
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.

North Todd Elementary's targeted GAP group is free and reduced lunch students making up 67% of all students. School environments play a vital role with academic achievement and the overall health of students. At North Todd, all students receive a free breakfast and lunch to provide them with health benefits that aid with student academic success. Our Director of Family Resource Centers has partnered with administrators, the school counselor, and families to address students' basic and emotional needs. One academic area of concern is math, and a new curriculum has been purchased to provide teachers supports to address our deficiencies. Data analysis in PLC meetings provide teachers a measure for addressing student needs in small groups and centers. There has been a slight increase with reading and other content area's proficiency. This is the second year for participating in the KyCL reading grant for continuous improvement in ELA and other content areas. All certified staff are receiving yearlong professional development with GRREC EPIC Learning Institute for continuous literacy improvement. Professional development and reflection provide teachers a repertoire to improve instruction to reach all learners. Writing has also slight growth, and as a school, we are monitoring growth through horizontal and vertical analysis of student work and data tracking for



continuous improvements. We currently have an instructional coach, an intervention teacher, and two assistants that provide support with RTI groups. We conduct quarterly RTI meetings with a tracker to analyze students' academic and emotional needs throughout the year.

### Operational Definitions

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the

improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

#### Requirements for Building an Improvement Plan


The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 NTES Goal builder		.

## 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: By May 2027, North Todd Elementary School will increase the combined (reading and math) percentage of proficient/distinguished students to 100% (2023 – 58.24%, 2024 – 68.68%, 2025 – 79.12%, 2026 – 89.56%, 2027 – 100%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2027, North Todd Elementary School will increase the percentage of proficient/distinguished students in Reading to 100% (2023 – 65.12%, 2024 – 73.84%, 2025 – 82.56%, 2026 – 91.28%, 2027 – 100%)	KCWP 2: Design and Deliver Instruction	Refine and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
		Implement data team methodologies.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
		Ensures/enables teachers to provide classroom instruction which meets the learning intention of the standard.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	EPIC Literacy Academy for all teachers.	Increased collaboration around instructional strategies and standards.	PLC meeting notes and sharing examples of teacher created learning materials.	KYCL Literacy Grant
	KCWP 3: Design and Deliver Assessment Literacy	Ensures teachers and administrators are using assessment data and instructional resources to meet learner needs.	Content Tracker document	Monthly by Principal/Asst. Principal/Instructional Coach	NONE
		Students and teachers will begin using Accelerated Reader to monitor progress of student reading goals	85% of students 1 <sup>st</sup> -5 <sup>th</sup> grade achieving their monthly reading goal.	Monthly by students & teachers. Monthly by Principal/Asst. Principal/Instructional Coach	\$500/SBDM

Goal 1: By May 2027, North Todd Elementary School will increase the combined (reading and math) percentage of proficient/distinguished students to 100% (2023 – 58.24%, 2024 – 68.68%, 2025 – 79.12%, 2026 – 89.56%, 2027 – 100%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By May 2027, North Todd Elementary School will increase the percentage of proficient/distinguished students in Math to 100% (2023 – 51.28%, 2024 – 63.46%, 2025 – 75.64%, 2026 – 87.82%, 2027 – 100%)	KCWP 2: Design and Deliver Instruction	Refine and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
		Implement data team methodologies.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
		Ensures/enables teachers to provide classroom instruction which meets the learning intention of the standard.	% of proficient students on STAR and common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	EPIC Literacy Academy for all math teachers.	Increased collaboration around instructional strategies and standards.	PLC meeting notes and sharing examples of teacher created learning materials.	KYCL Literacy Grant
	KCWP 3: Design and Deliver Assessment Literacy	Ensures teachers and administrators are using assessment data and instructional resources to meet learner needs.	Content Tracker document	Monthly by Principal/Asst. Principal/Instructional Coach	NONE

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

Goal 2: By May 2027, North Todd Elementary School will increase the combined (Science, Social Studies, and Combined Writing) percentage of proficient/distinguished students to 100% (2023 – 67.20%, 2024 – 75.40%, 2025 – 83.60%, 2026 – 91.80%, 2027 – 100%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2027, North Todd Elementary School will increase the percentage of proficient/distinguished students in Science to 100% (2023 – 73.44%, 2024 – 80.08%, 2025 – 86.72%, 2026 – 93.36%, 2027 – 100%)	KCWP 2: Design and Deliver Instruction	Refine and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.	% of proficient students on HMH EOY and common assessments	PLC meeting notes	NONE
		Implement data team methodologies.	% of proficient students on HMH EOY and common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students HMH EOY and common assessments	PLC meeting notes	NONE
		Ensures/enables teachers to provide classroom instruction which meets the learning intention of the standard.	% of proficient students HMH EOY and common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	EPIC Literacy Academy for all science teachers.	Increased collaboration around instructional strategies and standards.	PLC meeting notes and sharing examples of teacher created learning materials.	KYCL Literacy Grant
	KCWP 3: Design and Deliver Assessment Literacy	Ensures teachers and administrators are using assessment data and instructional resources to meet learner needs.	Content Tracker document	Monthly by Principal/Asst. Principal/Instructional Coach	NONE
Objective 2 By May 2027, North Todd Elementary School will	KCWP 2: Design and Deliver Instruction	Refine and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing	% of proficient students on common assessments	PLC meeting notes	NONE



Goal 2: By May 2027, North Todd Elementary School will increase the combined (Science, Social Studies, and Combined Writing) percentage of proficient/distinguished students to 100% (2023 – 67.20%, 2024 – 75.40%, 2025 – 83.60%, 2026 – 91.80%, 2027 – 100%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase the percentage of proficient/distinguished students in Social Studies to 100% (2023 – 62.16%, 2024 – 71.62%, 2025 – 81.08%, 2026 – 90.54%, 2027 – 100%)		of assessments, collaboratively planning lessons, and analyzing data.			
		Implement data team methodologies.	% of proficient students on common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students common assessments	PLC meeting notes	NONE
		Ensures/enables teachers to provide classroom instruction which meets the learning intention of the standard.	% of proficient students on common assessments	PLC meeting notes	NONE
	KCWP 2: Design and Deliver Instruction	EPIC Literacy Academy for all social studies teachers.	Increased collaboration around instructional strategies and standards.	PLC meeting notes and sharing examples of teacher created learning materials.	KYCL Literacy Grant
	KCWP 3: Design and Deliver Assessment Literacy	Ensures teachers and administrators are using assessment data and instructional resources to meet learner needs.	Content Tracker document	Monthly by Principal/Asst. Principal/Instructional Coach	NONE
Objective 3 By May 2027, North Todd Elementary School will increase the percentage of proficient/distinguished students in Combined Writing to 100% (2023 – 65.92%, 2024 – 74.44%, 2025 –	KCWP 2: Design and Deliver Instruction	Refine and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.	% of proficient students on IXL Grammar and common assessments	PLC meeting notes	NONE
		Implement data team methodologies.	% of proficient students on IXL	PLC meeting notes	NONE

Goal 2: By May 2027, North Todd Elementary School will increase the combined (Science, Social Studies, and Combined Writing) percentage of proficient/distinguished students to 100% (2023 – 67.20%, 2024 – 75.40%, 2025 – 83.60%, 2026 – 91.80%, 2027 – 100%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
82.96%, 2026 – 91.48%, 2027 – 100%)			Grammar and common assessments		
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students on IXL Grammar and common assessments	PLC meeting notes	NONE
		Ensures/enables teachers to provide classroom instruction which meets the learning intention of the standard.	% of proficient students on IXL Grammar and common assessments	PLC meeting notes	NONE
		All students will utilize IXL to strengthen grammar skills	IXL Grammar data	IXL utilization data	ESSER funds
	KCWP 2: Design and Deliver Instruction	EPIC Literacy Academy for all teachers.	Increased collaboration around instructional strategies and standards.	PLC meeting notes and sharing examples of teacher created learning materials.	KYCL Literacy Grant
	KCWP 2: Design and Deliver Instruction	During the second semester, 5 <sup>th</sup> grade students will participate in Writing Fridays on-demand practice.	Scored writing samples	PLC meeting notes and sharing examples of student writing samples and performance statistics.	
	KCWP 3: Design and Deliver Assessment Literacy	Ensures teachers and administrators are using assessment data and instructional resources to meet learner needs.	Content Tracker document	Monthly by Principal/Asst. Principal/Instructional Coach	NONE

### 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: Identify students in Gap group for progress monitoring	KCWP 4: Review, Analyze, and Apply Data	Students are identified in Renaissance Place using demographic information to ensure that ESS, IDEA and economically disadvantaged students progress is monitored on school and grade level benchmark assessments.	Increased awareness and availability of data	Monthly	NONE
Objective 2: Reduce the percentage of all students of scoring novice and apprentice by 10% in all content areas.	KCWP 5: Design, Align, and Deliver Support	Grade level teams and the school leadership meet to review data on assessments to identify students in need of interventions to address academic and non-academic concerns.	% of proficient students on STAR and common assessments	Quarterly	NONE
		Develop weekly screeners using ESGI.	Provide common assessment data for grades K-2	Weekly	\$2000.00/SBDM
Objective 3: Reduce the percentage of students in the consolidated student group scoring novice and apprentice by 20% in all content areas.	KCWP 5: Design, Align, and Deliver Support	Sped teacher, Director of Special Education and Instructional Coach meet to review data on assessments and progress monitoring to identify students in need of additional interventions to address academic and non-academic concerns.	% of proficient students on STAR and common assessments	Quarterly	NONE

4: English Learner Progress

Goal 4: North Todd has two students designated as ELL students and does not qualify as a population.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: By May 2027, North Todd Elementary School will increase the percentage of positive student perception from 75.7% to 100% (2023 – 80.62%, 2024 – 85.46%, 2025 – 90.31%, 2026 – 95.15%, 2027 – 100%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, North Todd will create protocols and a system to monitor and evaluate culture and safety measures within the district.	Comprehensive School Counseling Program	Tier 1 – Whole Group Counseling	Daily Check In	Article to be reviewed: Google Form Data Timeline: Weekly Data Reviews Responsible Individuals: FRC Coordinator and School Counselor	NONE
		Tier 2 – Small Group Counseling	Teacher pre and post assessment through Google Forms	Article to be reviewed: Google Form Data Timeline: K-2 <sup>nd</sup> Grade 8 week small groups, 3 <sup>rd</sup> -5 <sup>th</sup> grade 12 week small groups. Data will be gathered before groups begin and the week that each group ends. Responsible Individuals: School Counselor	NONE
		Tier 3 – Individual Counseling	Student self-assessment, teacher observation, parent observation	Article to be reviewed: Student self-assessment Timeline: Weekly sessions with individual students for approximately 10 weeks. Responsible Individuals: School Counselor	NONE
	Building Parent Partnerships	Parent Engagement Activities: Family nights, family engagement bags, donuts with grownups, etc.	Parent Surveys and Parent Involvement	Article to be reviewed: Parent Surveys Timeline: Parent engagement activities will occur at least 3 times per semester Responsible Individuals: FRC Coordinator and School Counselor	\$825/Title I parent engagement
		Nurturing Parenting Training for FRC Coordinator and School Counselor	Training Certification	Article to be reviewed: Training Certificate	\$750/SBDM

Goal 5: By May 2027, North Todd Elementary School will increase the percentage of positive student perception from 75.7% to 100% (2023 – 80.62%, 2024 – 85.46%, 2025 – 90.31%, 2026 – 95.15%, 2027 – 100%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Timeline: Training completed by November of 2022. Responsible Individuals: FRC Coordinator and School Counselor	