



2023-2024 Phase One: Continuous Improvement Diagnostic for
Schools_08282023_09:55

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

| | |
|---|----------|
| <u>2023-2024 Phase One: Continuous Improvement Diagnostic for Schools</u> | <u>3</u> |
|---|----------|

2023-2024 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 2023-24 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 8/28/2023



2023-2024 Phase One: Executive Summary for
Schools_08282023_09:52

2023-2024 Phase One: Executive Summary for Schools

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

Table of Contents

| | |
|---|---|
| <u>2023-2024 Phase One: Executive Summary for Schools</u> | 3 |
|---|---|

2023-2024 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. There are 40% of students that qualify for free/reduced lunch, which makes Kenton eligible for the schoolwide Title I program. In collaboration with the Kenton County School District, all students K-5 are 1:1 with chromebooks. Each classroom has a smart TV, which allows students and staff to actively engage in lessons. In the 2023-2024 school year, Kenton Elementary has adopted a new ELA program. Kenton is working collaboratively with the school district to ensure that this program is being implemented with fidelity. This includes teacher leaders as literacy leaders. These teacher attend district meetings for training to present to Kenton staff. Also, teachers are attending district sessions throughout the year to work with district staff and other teachers on planning and implementing this program. 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). Students earn class rewards and individual rewards throughout the year for following the CATS expectations. 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, STEM, 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. These include, a dance for 3-5 grade students, movie night for PK-2 students. Many fundraisers such as the Fun run, which we hope to raise \$10,000.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

We believe that each stakeholder play a key role at Kenton Elementary. We have a very active PTA, that meets monthly as a board and quarterly with families. The PTA plans activities and fundraising events throughout the year. Our staff plays a very important part in the success of students at Kenton. Each grade level has a team lead. The team lead facilitates PLC (professional learning community) meetings. These meetings include analyzing student data by group and individual students. Teachers develop plans to help students reach their academic and SEB goals. Team leads also attend monthly meetings to discuss schoolwide initiatives and/or attend

trainings to present to their grade levels. All students at Kenton have an adult advocate. This advocate is a person that students work with throughout the year to discuss academic and SEB needs. The advocate also helps each student feel a part of the school community. School staff also help at family events such as math night, literacy night and hold parent/teacher conferences. The SBDM council, which includes teachers and parents, meets monthly to discuss student. During the monthly meetings, the council discusses school policy, school budget and student data. Using this information, the council discusses initiatives to ensure student success. Our FRC plans events for all families to welcome them into school such as Veteran's Day program, All Pro Dads and parent café meetings. We ask parents to complete surveys each year on to get feedback on school initiatives for future planning.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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. The mission and vision are reviewed each school year to ensure that all stakeholders still agree with the mission and are prepared to provide support to students to achieve the mission.

At Kenton, the staff believes that all students can reach their highest academic potential. In order to do this, the staff at Kenton Elementary provide both academic and social and emotional instruction. This includes providing differentiated lessons during both core academic lessons that are aligned to the appropriate standards. Also, all students participate in reading and math RTI daily. During this time students remain in a tier I instruction, unless data supports the need for extra support in a Tier II or Tier III intervention. During these interventions, teachers use research based programs that target students specific skill deficit. Students are also provided SEB support. The Tier I support social emotional learning curriculum used at Kenton is Zone of Regulation. Each week, teachers implement a lesson from this curriculum on Monday morning. Throughout the week, the concepts of the lessons are integrated throughout the school day. Students that need extra support in social emotional well-being are in a Tier II or Tier III intervention with the school counselor. The school counselor uses research based programs that are aligned to specific skills students are working on. The data to support intervention for academics and SEB are monitored closely. Each week, the core MTSS team meets to discuss student data. Every 6-8 weeks the core MTSS team meets with classroom teachers to determine if the level of intervention is appropriate for the students.

After each meeting, the core MTSS team determines what interventions are the most successful for our students.

We also feel that parents are huge part of their child's success. There are many opportunities for parents to be involved with their child's education. This includes, family literacy night, family math night, parent teacher conferences, volunteering at the school, participating in PTA.

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.

Notable Achievements:

During the 22-23 school year, Kenton Elementary set a goal of 75% of all students reaching mastery on math and reading common assessments. This goal was achieved in both areas. 75% of all students reached this goal in reading and 80% reached it in math. This was an increase of 28% P/D since 2020-2021 in reading and 17% in math. We set a goal of 85% of all students scoring proficient/distinguished on these assessments for the 23-24 school year. To support that goal, we will continue to use Performance Matters to store data for weekly analysis at PLC meetings. This data system allows teachers to review data for all students, groups of students and individual students for future planning. We will also implement a spiral review system to assess students on standards taught throughout the year to make sure they are retaining the information taught in class. This data is also analyzed at weekly PLC meetings for future planning. Administration will conduct monthly instructional walks to provide feedback to ensure lessons meet the needs of all students. Trends from these instructional walks will be used to create professional learning sessions at monthly staff meetings.

Writing has been a strength at Kenton Elementary for many years. Preliminary KSA data from spring 2023 indicates that 84% of all students scored proficient/distinguished in combined writing. This is the third year in a row that over 80% of all students scored proficient/distinguished in this area. In order to support the writing program, teachers will use our new ELA resource, Amplify, to create writing pieces that correlate with each unit of study. In order to make sure students are making progress throughout the year, a writing piece is due each month for analysis at PLC meetings. At these meetings teachers discuss the strengths and challenges of each piece and discuss instructional strategies that can be used to further strengthen student writing.

The EL population at Kenton has grown in recent years. At this time, 100 of EL students made growth on the 2023 access test. This is an increase from 70% in 2021. To support our EL students, teachers are being provided professional learning sessions with district EL staff, information to support EL students is shared at PLC and faculty meetings.

Areas for Growth:

During the 2022-2023 the schoolwide common assessment goal for students with disabilities was 60% of students performing proficient/distinguished in reading and math. We met this goal in math with 60%, which is an increase from 40% in 2020-2021. However, we did not make this goal in reading. Even though the percentage of students scoring proficient/distinguished increased from 11% in 2020-2021 to 46% in 2022-2023 we did not meet the goal of 60%. This is an area of focus at Kenton this school year. To support this we are providing professional learning opportunities for teachers on co-teaching strategies, use of accommodations and modifications to make sure that our students with disabilities reach mastery of grade level standards. Also, district consultants are going to visit classrooms to provide feedback on instruction. School administration will continue to conduct monthly instructional walks in both collaboration classrooms and resource classrooms to provide feedback to teachers to ensure they are implementing rigorous and meaningful lessons. Trends from these instructional walks will be used to create professional learning sessions at monthly staff meetings. Finally, with the development of the new ELA curriculum, Amplify, teachers are creating differentiated lessons to make sure they are meeting the needs of all students, especially our students with disabilities.

Additional Information

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

Safety is very important at Kenton Elementary. The 20-21 and 21-22 quality and school climate indicates that over 98% of students agree/strongly agree that adults from my school work hard to make sure students are safe. Along with providing safety through the school building, we strive to help students feel safe through social and emotional support. In the 2022-2023 school year, Kenton Elementary adopted the Zones of Regulation curriculum for Tier I instruction. Each student is provided this instruction through their adult advocate, their classroom teacher. Students that need extra SEB support work with the school counselor in tier II/ Tier III groups to work on specific skill deficits. We also have an instructional assistant that is assigned to provide SEB instruction to students. This is with small groups or individual. Our special area teachers meet with individual students to serve as an adult advocate each day as well. Our FRC works with students and families to reduce their barriers to learning. This includes providing basic needs to families, helping with attendance of student or providing support to families to help with their child's academic goals.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2023-2024 Phase One: School Safety Report_09252023_10:39

2023-2024 Phase One: School Safety Report

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

Table of Contents

| | |
|--|---|
| <u>2023-2024 Phase One: School Safety Report</u> | 3 |
|--|---|

2023-2024 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 8/10/23

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 8/10/23

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) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2023-2024 Phase Two: The Needs Assessment for
Schools_09282023_16:59

2023-2024 Phase Two: The Needs Assessment for Schools

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

Table of Contents

| | |
|---|----|
| 2023-24 Phase Two: The Needs Assessment for Schools | 3 |
| Attachment Summary | 10 |

2023-24 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.

Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes bi-weekly reading and math assessments. Also common assessments in math and CKLA unit assessments for reading. At these meetings, student data is analyzed (whole group, GAP groups and individual students) 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. The team also reviews the question(s) that were missed most frequently by students to determine review of the standard/question. Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA) to determine if the student is in the correct tier of intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if

they are the best for all students. Special education teachers also attend a monthly 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. Student data (academic, SEB) data are shared with staff in a weekly memo. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers. 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 students producing individual products and adjustment of instruction. Staff will work together to plan and implement lessons that are rigorous and promote productive struggle. 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 68% P/D to 78.0% P/D in October 2023. The P/D for reading was 62%, which is a decrease of 6% from the previous year.

Obj 2: Collaborate to increase math proficiency from 69% P/D to 79.0% P/D in October 2023. The P/D for math was 66% in spring 2023, which is a decrease of 3% from the previous year.

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. Science and social studies plans are checked by administration weekly to ensure that the focus on the cycle of quality instruction, with an emphasis on individual products and adjustment of instruction. Administration will conduct monthly walks to provide feedback on these areas as well to ensure that all students are being held accountable.

Obj 1: Collaborate to increase science proficiency from 43% P/D to 50% by October 2023. The P/D for science is 50%, which means we reached this benchmark goal and it is an increase of 7% from the previous year.

Obj. 2: Collaborate to increase Social Studies proficiency from 53% P/D to 60% by October 2023. The P/D for Social Studies in spring 2023 was 51%, which means we did not meet this goal and there was a decrease of 2% P/D.

Goal 3: GAP

This remains an area of concern at Kenton Elementary. 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 focusing on individual products and adjustment of instruction. 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.

Professional development will also take place for general education teachers on how to support students in the classroom. This includes the strongest co-teaching strategies and strategies to use when special education teachers are not in the classroom to ensure students needs are met. This way all teachers are taking ownership of ALL students and providing the correct level of support.

Obj 1: Collaborate to increase reading from 35% P/D to 37% P/D by October 2023 for students with disabilities. The P/D for students with disabilities in 2023 was 20%, which means we did not reach this goal and it was a 15% decrease.

Obj 2: Collaborate to increase math from 38% P/D to 40% P/D by October 2023 for students with disabilities. The P/D for students with disabilities in math was 20%, which means we did not reach this goal and there was a decrease of 18%.

Goal 4: EL

Even though we did not reach this goal for students exiting the program the percentage of students making growth remains at 100%. Kenton staff will continue to work with district EL staff to implement lessons for students in the classroom and the pull out sessions. District EL staff will attend PLC meetings to discuss the needs of EL students with teachers so they are better equipped to support the students in the classroom.

Objective 1: Collaborate to increase the percentage of students exiting the EL program from 20% to 30% in October 2023. 17% of EL students made growth in spring 2023, which means, we did not reach this goal and there was a 3% decrease.

Goal 8: 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, we will continue to hold 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 and instructional walk data. District staff, school administration and teachers will lead sessions throughout the year.

Collaborate to increase valuable professional development sessions from 50% in Winter 2022 to 60% in Spring 2023.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - Preliminary KSA data from spring 2023 indicates that 84% of all students scored proficient/distinguished in combined writing. This is the third year in a row that over 80% of all students scored proficient/distinguished in this area.
 - The free and reduced lunch population scored at 58% P/D on math KSA in spring 2022 and spring 2023. This is an increase from the 2021 KSA where 42.7% of these students scored P/D.
 - 100% of all EL students made growth on the spring 2022 and spring 2023 Access test.

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 2022-23 academic year.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- Overall student attendance in the 2022-2023 school year was 94.6%.

- During the 2022-2023 school year, there were 115 behavior referrals. This is a decrease from 136 during the 2021-2022 school year.

- During the 2022-2023 school year 60% of students with disabilities scored P/D on math common assessments.

- 46% of students students with disabilities scored P/D on reading common assessments in 2022-2023.

- 23-24 Brigance data indicates that 52% of students are ready for Kindergarten and 40% are ready with intervention.

- 63% of all students scored P/D on the spring 2023 reading KSA assessment and 67% of all students scored P/D on the spring 2023 math KSA assessment.

- 18% of students with disabilities scored P/D on the reading and math spring 2023 KSA assessment.

- 51% of 4th grade students scored P/D on the spring science KSA assessment.

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.

- The P/D for students with disabilities on reading KSA in spring 2023 was 18%, this is a decrease from 35% in spring 2022. This is a 17% decrease. Compared to 63% of all students.

- The P/D for students with disabilities in math on spring 2023 KSA was 18% which is a decrease from 38% in spring 2022. this is a decrease of 20%. Compared to 67% of 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.

-During the 2022-2023 school year, 75% of all students reached P/D on reading common assessments and 80% reached it in math. This was an increase of 28% P/D since 2020-2021 in reading and 17% in math.

-Writing has been a strength at Kenton Elementary for many years. Preliminary KSA data from spring 2023 indicates that 84% of all students scored proficient/distinguished in combined writing. 73% of free/reduced lunch students scored P/D in combined writing.

-The EL population at Kenton has grown in recent years. At this time, 100% of EL students made growth on the 2023 access test. This is an increase from 70% in 2021.

-On the 2023 spring math KSA assessment 63% of all third grade students scored P/D which is an increase from 61% the previous year and 77% of all fifth grade students scored P/D on the 2023 math KSA assessment which is an increase from 74% the previous year.

-51% of all fourth grade students scored P/D on the 2023 science KSA assessment, compared to 43% the previous year. This is an 8% increase.

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 [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

ATTACHMENTS

Attachment Name

 Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

Kenton Elementary will focus resources, time and effort to improve student achievement in the following key areas: KCWP2: Design and Deliver Instruction Staff will continue to focus on the cycle of quality instruction with an emphasis on students completing an individual product and adjustment of instruction. Administrators will continue monthly walks to provide quality feedback in two areas. This data will be used to create professional learning opportunities for teachers at monthly staff meetings and/or grade level meetings. KCWP4: Review, Analyze and Apply Data. Formative and summative data is analyzed at weekly PLC meetings. At these meetings, teachers analyze NAPD for all students and GAP students (SWD, F/R lunch and EL) The teachers also analyze the question/standard that is missed most by all students to develop remediation plans. The MTSS process is utilized for both academic performance and social emotional/behavior needs. Progress monitoring data is used to determine the tiered intervention a student needs in order to close the gap in learning. The Core MTSS team and grade level teachers meet every 6-8 weeks to analyze data. 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.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Key Elements | | • 7 |

Key Elements of the Teaching and Learning Environment - School

| Key Elements | Evidence |
|---|---|
| <p>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?</p> | <p>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.</p> |
| <p>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?</p> | <p>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..</p> |
| <p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p> | <p>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</p> |

Key Elements of the Teaching and Learning Environment - School

| | |
|---|---|
| | <p>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.</p> |
| <p>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?</p> | <p>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.</p> |
| <p>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?</p> | <p>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</p> |

Key Elements of the Teaching and Learning Environment - School

| | |
|---|---|
| | and that students are making progress towards reaching IEP goals and mastery of grade level standards. |
| <p>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?</p> | <p>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.</p> |



2023-2024 Phase Two: School Assurances_09282023_16:58

2023-2024 Phase Two: School Assurances

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

Table of Contents

| | |
|---|---|
| <u>2023-24 Phase Two: School Assurances</u> | 3 |
|---|---|

2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2023-2024 Phase Three: Comprehensive School Improvement
Plan_10122023_14:47

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

| | |
|--|---|
| 2023-24 Phase Three: Comprehensive School Improvement Plan | 3 |
| Attachment Summary | 7 |

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results](#)

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

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

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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

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 template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



Continuous Improvement Plan

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.

The areas for improvement according to the needs assessment are:

-The P/D for students with disabilities on reading KSA in spring 2023 was 18%, this is a decrease from 35% in spring 2022. This is a 17% decrease. Compared to 63% of all students.

-The P/D for students with disabilities in math on spring 2023 KSA was 18% which is a decrease from 38% in spring 2022. this is a decrease of 20%. Compared to 67% of all students

The processes that will be prioritized to accomplish this for students with disabilities and for all students are:


KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students completing an individual product and adjustment of instruction. Administrators will conduct monthly learning walks and to provide feedback on the cycle of quality instruction. The data from the learning walks will be used to plan monthly staff meetings and grade level meetings. It will also be used to support individual teachers. Staff will continue to meet at weekly PLC meetings to discuss student assessment data. Teachers will develop remediation plans for groups of students and individual students according to the data.

KCWP4: Formative and summative data is analyzed at weekly PLC meetings. At these meetings, teachers analyze NAPD for all students and GAP students (SWD, F/R lunch and EL) The teachers also analyze the question/standard that is missed most by all students to develop remediation plans. The MTSS process is utilized for both academic performance and social emotional/behavior needs. Progress monitoring data is used to determine the tiered intervention a student needs in order to close the gap in learning. The Core MTSS team and grade level teachers meet every 6-8 weeks to analyze data. 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.

The processes will be analyzed throughout the school year to determine success and to determine changes that need to be made.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Continuous 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

-The P/D for students with disabilities on reading KSA in spring 2023 was 18%, this is a decrease from 35% in spring 2022. This is a 17% decrease. Compared to 63% of all students.

-The P/D for students with disabilities in math on spring 2023 KSA was 18% which is a decrease from 38% in spring 2022. this is a decrease of 20%. Compared to 67% of all students

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students completing an individual product and adjustment of instruction. Administrators will conduct monthly learning walks and to provide feedback on the cycle of quality instruction. The data from the learning walks will be used to plan monthly staff meetings and grade level meetings. It will also be used to support individual teachers. Staff will continue to meet at weekly PLC meetings to discuss student assessment data. Teachers will develop remediation plans for groups of students and individual students according to the data.

KCWP4: Formative and summative data is analyzed at weekly PLC meetings. At these meetings, teachers analyze NAPD for all students and GAP students (SWD, F/R lunch and EL) The teachers also analyze the question/standard that is missed most by all students to develop remediation plans. The MTSS process is utilized for both academic performance and social emotional/behavior needs. Progress monitoring data is used to determine the tiered intervention a student needs in order to close the gap in learning. The Core MTSS team and grade level teachers meet every 6-8 weeks to analyze data. 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.

Indicator Scores

List the overall scores of status and change for each indicator.

| Indicator | Status | Change |
|---|---------------|---------------|
| State Assessment Results in reading and mathematics | 84.1 | -2.7 |
| State Assessment Results in science, social studies and writing | 82.4 | 2.2 |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | 79.1 | 0.6 |
| Postsecondary Readiness (high schools and districts only) | N/A | N/A |
| Graduation Rate (high schools and districts only) | N/A | N/A |

1: State Assessment Results in reading and mathematics

| Goal 1 (State your reading and math goal.): Increase reading proficiency from 63%P/D students in 2023 to 82% of all students P/D rate in 2026. | | | | | |
|--|--|---|--|--|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Collaborate to increase reading proficiency from 63% P/D to 73% P/D in October 2024. | <p>KCWP 2: Design and Deliver Instruction Classroom Activities</p> <p>KCWP 4: Review, Analyze Apply Data</p> | <ul style="list-style-type: none"> -Plan for activities that plan for individual products for students. Feedback on using technology to enhance instruction. -Provide feedback on weekly lesson plans to ensure assessments match the standard taught in class. Also, individual product and adjustment of instruction. Training provided to staff throughout the year to create lesson plans as needed. -Teachers develop individual goals with students for formative and Summative Assessments. Teachers set goals with students on assessments. - Teachers deconstruct standards and analyze data on Performance Matters assessments, MAP,KSA, Amplify, RI at weekly PLC meetings to create remediation plans for students that did not reach proficient/distinguished. Teachers will create plans to remediate standards as necessary. -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. -Targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings and grade level meetings will be created use learning walk data. -A listing of students that did not meet expected growth, scored novice or apprentice is created using premium MAP reports | <ul style="list-style-type: none"> -Weekly assessment measures, MAP and KSA, CKLA Assessments - Learning Walks and -Lesson Plans -Assessment data From Performance Matters -Progress monitoring tool (Performance Matters) | <ul style="list-style-type: none"> -Checking of weekly lesson plans -Monthly learning walk data spreadsheet -Staff meeting agenda -Kenton Elementary Hub -Weekly reading data to determine P/D percentages of students. -Weekly PLC meetings -Weekly MTSS meetings -Grade level meeting agenda -Student Goal Sheets -RTI grouping list -Watchlist | <ul style="list-style-type: none"> -\$1,380 Read Naturally -\$22,539 Amplify Materials -\$5,000 Boost -\$2,000 Supplemental Reading Materials -\$10,000 ESS afterschool program -\$10,000 Summer school program |

| Goal 1 (State your reading and math goal.): <i>Increase math proficiency from 67%P/D students in 2023 to 84% of all students P/D rate in 2026.</i> | | | | | |
|--|--|---|--|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 2: Collaborate to increase math proficiency from 67% P/D to 73% P/D in October 2024. | KCWP 2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data | <ul style="list-style-type: none"> -Teachers develop individual goals with students for formative and Summative Assessments. -Teachers deconstruct standards and analyze data on Performance Matters assessments, MAP,KSA, at weekly PLC meetings to create remediation plans for students that did not reach proficient/distinguished. Teachers will create plans to remediate standards as necessary -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. -Provide feedback on weekly lesson plans to ensure assessments match the standard taught in class. Also, individual product and adjustment of instruction. Training provided to staff throughout the year to create lesson plans as needed. -Targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings and grade level meetings will be created use learning walk data. -A listing of students that did not meet expected growth, scored novice or apprentice on MAP is created using the student growth summary and the premium quadrant MAP report to triangulate data with common assessment/weekly assessments completed in Performance Matters to create needs-based groups and to determine remediation needs for individual students. | <ul style="list-style-type: none"> Weekly assessments, MAP and KSA Data Assessment data From Performance Matters, MAP Progress monitoring tools and data Learning Walks and Lesson Plans | <ul style="list-style-type: none"> -PLC meetings -MTSS meetings Weekly lesson plan feedback -Monthly learning walk data spreadsheet Staff meeting agenda -Kenton Elementary Hub -Weekly math data to determine P/D percentages of students. -Student Goal Sheets -Kenton Hub -Watchlist -RTI grouping list | <ul style="list-style-type: none"> -12,000 STMath -\$398 Eureka Math -\$4,162.09 Reflex Math |

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

| Goal 2 (State your science, social studies, and writing goal.): <i>Increase science proficiency from 51% P/D students in 2023 to 75% of all students P/D rate in 2026.</i> | | | | | |
|--|---|---|--|--|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Collaborate to increase science proficiency from 51% P/D to 59% by October 2024. | <p>KCWP2: Design and Deliver Instruction Classroom Activities</p> <p>KCWP 4: Review, Analyze Apply Data</p> | <ul style="list-style-type: none"> -Plan for and implement active student engagement strategies. Use hands on activities to engage students in standards-based phenomenon. -Vertically align and implement Science Standards through Project Lead the Way. -Teachers develop individual goals with students for formative and Summative Assessments. -Instructional Walks will take place to provide feedback on the cycle of quality instruction. -Common assessment data will be discussed at PLC meetings to determine remediation plans for students that did not reach proficiency. -Lesson plans will be reviewed to provide feedback on alignment of standards to tasks completed. -Teachers use engagement strategies in the classroom to ensure students mastery of standards. -Implement cross curricular activities using CKLA materials | <ul style="list-style-type: none"> -Learning Walks -Lesson Plans -Common assessments data -Student Goal sheets | <ul style="list-style-type: none"> -Learning walks feedback appropriate -Weekly PLC Meetings -Student Goal Sheets | <ul style="list-style-type: none"> -\$1,395 Mystery Science -\$1,000 Generation Genius |

Goal 2 (State your science, social studies, and writing goal.): *Increase social studies proficiency from 52% P/D students in 2023 to 76 % of all students P/D rate in 2026.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|--|---|---|-----------------------------|
| Objective 1 Collaborate to increase Social Studies proficiency from 52% P/D to 60% by October 2024. | KCWP2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data | <ul style="list-style-type: none"> -Monthly learning walks to provide feedback on the cycle of quality instruction -Vertically align and implement Social studies standards -Teachers develop individual goals with students for formative and Summative Assessments -Implement cross curricular activities using CKLA materials | <ul style="list-style-type: none"> -Learning Walks and Lesson Plans -Common assessments data -KSA Data -Student goal sheets | <ul style="list-style-type: none"> -Learning walk data -Learning walks feedback -Weekly PLC Meetings -Student Goal Sheets | \$500 Social Studies Weekly |

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 |
|--|--|--|--|---|--------------------------------------|
| <p>Objective 1: Collaborate to increase reading from 18% P/D to 31% P/D by October 2024 for students with disabilities.</p> <p>Objective 2: Collaborate to increase math from 18% P/D to 31% P/D by October 2024 for students with disabilities.</p> | <p>KCWP2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data KCWP6: Establishing Learning Culture and Environment Classroom Activities</p> | <ul style="list-style-type: none"> -Special education teachers collaborate with general education teachers to ensure that students are getting the correct SDI during instruction. Also, the correct accommodations on assessments. -Special education teachers attend weekly PLC to analyze determine trends on assessments and discuss standards-based instruction and create individual plans for all GAP students to demonstrate mastery on grade level standards. -Provide professional learning sessions on instructional strategies in the collaboration and resource setting. -Collaboration teams will meet before or after school to develop plans for the collaboration setting -Targeted Instructional Walks (standards-based instruction in collaboration and IEP goal instruction in resource) -Weekly lesson plan review to provide feedback for collaboration plans and resource plans -Extracurricular activities are provided to students. These activities are determined by student interest through survey -Teachers provide lessons that are culturally responsive. -Every student has an adult advocate. Advocates lead SEB lessons and provide support to fifth grade students on the transition ready criteria | <ul style="list-style-type: none"> -Weekly review collection of progress monitoring graphs for students with disabilities in reading. -Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Zones of Regulation -Reduction in office referrals for behavior and school safety -Review of participation in extracurricular activities reviewed yearly. -FRC tracking of parent participation in parent events. -Learning walks in intervention and review of success of the interventions -Progress monitoring data, assessment data (Performance Matters, MAP) -Teacher feedback from professional learning session. | <ul style="list-style-type: none"> -Progress monitoring data graphs -Data dashboard -RBTL minutes -Weekly PLC meetings -Attendance at extracurricular activities. -Student surveys regarding extracurricular activities. -Behavior referrals -SEB Data -PBIS committee minutes -Monthly learning walk data for collaboration and resource | <p>-\$8,000 co-teaching planning</p> |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|---|--------------------|---------------------|---------|
| | | <p>-Provide support for students/families to reduce barriers to learning. This includes attendance, resources in the community, everyday living needs</p> <p>-FRC along with PTA/SBDM committees plan family events through out the year. Events are both academic and social in order for our school community to stay connected to Kenton</p> <p>-Students are assigned intervention according to skill deficit and progress. Parents are notified when students change an intervention</p> | | | |

4: English Learner Progress

| Goal 4 (State your English Learner goal.): Increase the percentage of students exiting the EL program from 17% in October 2023 to 31% in October 2026. | | | | | |
|--|--|--|---|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Collaborate to increase the percentage of students exiting the EL program from 15% to 20% in October 2024. | 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. -Individual plans (PSP) will be developed and implemented throughout the school year. -Teachers meet with district staff to create individual student plans to implement that include strategies to ensure they meet their academic goals. This includes implementing strategies from the district EL toolkit. -Students work with district staff in the classroom and in pullout groups to work on grade level standards. | - Weekly assessment measures, MAP data -Data will be collected by EL teachers to determine growth in the program | -Weekly math data to determine P/D percentages of students -Weekly MTSS meetings -PSP Data -Formative and summative assessments | \$0 |

5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): <i>To increase the overall quality and school climate and safety survey percentage from 79.1% in 2023 to 89.1% in 2026.</i> | | | | | |
|---|--|---|---|---|---------|
| 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, race, religion, ability) from 96% in October 2023 to 98% in October 2024. | KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> -Cultural awareness committee was merged with other SBDM committees this year to plan lessons and give resources to teachers to implement. Teachers will participate in professional learning sessions that are focused on cultural awareness. -FRC works with preschool students using Baby Doll Circle Time Curriculum -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. -All students are assigned an adult advocate that provides social emotional support throughout the school year. Advocates also work with students on transition ready requirements in fifth grade. -School Social worker implements classroom guidance lessons on cooperation. -Lessons will be implemented on bullying (including cyber bullying) for all grade levels. -Professional development will take place throughout the year for all staff members on restorative practices strategies. | <ul style="list-style-type: none"> -Attendance in PD -Lesson plans -Teachers and administrators review behavior data -Weekly review of SEB data -SEB Lessons -Transition Ready Surveys -Social worker lesson plans | <ul style="list-style-type: none"> -Staff meeting/grade level meeting minutes -Committee minutes -Lesson plans -Behavior data -Behavior Referral -MTSS data -SEB data -Transition ready data -Behavior Referrals | \$0 |

8: Other (Optional)

Goal 8 (State your separate goal.): Goal 5: Impact Survey: *By 2025, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 50% to 75%.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|--|---|---|---------|
| Objective 1 Collaborate to increase valuable professional development sessions from 50% in Winter 2022 to 58% in Spring 2023. | KCWP 6: Establishing Learning Culture and Environment KCWP 5: Design, Align and Deliver Support | Create a survey for staff regarding professional learning sessions for the upcoming school year. Monthly learning walk data used to differentiate staff meetings and grade level meetings throughout the year. Complete data analysis during PLC meetings to determine needs for professional development. | Administration will review survey results to implement professional development sessions according to results. Administration will use walk data to determine needs for staff. MAP Data, Weekly assessment data, progress monitoring data, reduction of behavior referrals. | Survey Results Instructional walk data Data from Aimsweb, Dibels, MAP, PBIS meeting minutes | \$0 |