



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_09082023\_14:09

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

---

## Table of Contents

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

## **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.

Antone D Towns





2023-2024 Phase One: School Safety Report\_09262023\_08:23

2023-2024 Phase One: School Safety Report

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

## Table of Contents

2023-2024 Phase One: School Safety Report

---

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. 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

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 One: Executive Summary for  
Schools\_09082023\_14:21

2023-2024 Phase One: Executive Summary for Schools

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

---

## Table of Contents

2023-2024 Phase One: Executive Summary for Schools	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?

Eastside Middle School, home of the Eagles, is an exciting learning community located in Mt. Washington, Kentucky.

### **STUDENT DEMOGRAPHIC DATA**

Our student body encompasses grades 6 through 8. Of the 699 total students, 646 students are white. We have 4 African American students, 22 Hispanic students, 6 Asian students, and 20 students with two or more races. There are 222 students who are classified as being economically disadvantaged. Our attendance rate is currently 96.0 percent while our retention and dropout rate is zero percent. Eastside's average daily attendance has remained consistent since 2007.

### **FACULTY DEMOGRAPHIC DATA**

Our faculty consists of 39 teachers who have an average of 14 years of teaching experience. We currently have six male teachers and 33 female teachers. Of our teachers, 10.5 percent have a Bachelor's degree, 84.2 percent of our teachers have a Master's degree, and 26.3 percent have a Rank 1. We currently have six National Board Certified teachers on our staff. Our faculty includes the 2016 Physical Education teacher of the year for the Commonwealth of Kentucky as well as a top ten finalist for the Kentucky Teacher of the Year for 2023.

### **COMMUNITY DEMOGRAPHIC DATA**

Our school is located in the city of Mount Washington, a suburb of the Louisville Metro area. Mount Washington's population is 18,424. The average household income for our community is \$66,299. Ninety-five percent of the Mount Washington population is White, 0.71 percent of the population is African American, and 1.97 percent of the population is labeled as having two or more races. Our community has been an integral part of Eastside's success. Last year the EMS community logged nearly 3,000 volunteer hours at our school.

School Stakeholders

---

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

Eastside Middle School seeks to use all available data in order to better understand the system that produces our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis.

Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs (weekly). All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students.

The first step in addressing our identified areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement. We participate in a comprehensive data analysis in an attempt to identify probable causes of lower performance. Collaboration continues in order to identify research-based strategies to address the identified areas of concern.

Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP.

Eastside's leadership team meets each week in order to discuss the progress made in the implementation of our plan. Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefiting from the programs and strategies implemented.

### 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.

Eastside is a state of the art facility and focuses on adolescent learning and the development of leadership potential in all students. The consistent collaboration of staff, students, and community has successfully produced an educational experience that is both relevant and rigorous in content. We believe much of our success is attributed to the collaboration of all members of our learning community dedicated to creating a safe, organized, accountable, and respectful, student-centered learning environment.

Vision: Eastside Middle School will collaborate with all shareholders to create a Safe, Organized, Accountable, and Respectful, student-centered learning community.

Mission to:

Students- Eastside Middle School will collaborate with all members of the learning community to create a Safe, Organized, Accountable, and Respectful environment that equips all students with the skills necessary to reach their maximum potential as lifelong learners.

Faculty and Staff- Eastside Middle School will foster a collaborative environment that equips all faculty members and staff with the tools necessary to become successful facilitators of a Safe, Organized, Accountable, and Respectful, student-centered learning community.

Community- Eastside Middle School will strive to communicate the goals and vision of the school to the local community, encourage community participation, and foster their role in the creation of a Safe, Organized, Accountable, and Respectful, student-centered learning community.

PBIS

In order to achieve our vision and mission, the Eastside learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based, school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors.

## MTSS

Eastside has implemented an extensive, research-based multi-tiered system of support in order to meet the needs of individual learners and ensure all students are challenged to reach their maximum potential. Eastside's system identifies at-risk students through ongoing data collection and has systems in place to provide students with appropriate levels of assistance academically and behaviorally.

## PROFESSIONAL LEARNING COMMUNITIES

Eastside has implemented core content, and team based professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning.

Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.

## EXTRACURRICULAR ACTIVITIES

Eastside encourages all students to be involved in extracurricular activities. As such, Eastside provides many opportunities for students to be involved in activities outside the realm of traditional academics. Eastside offers basketball, cheerleading, track, archery, volleyball, drama club, FCA, academic team, Jr. BETA club, chess club, baseball, art club, manga club, robotics club, creative writing club, agriculture club, Student leadership and mentors club (SLAM), Travel Club, and STLP.

## 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.

## ACCOUNTABILITY

According to student performance on the KPREP assessment, Eastside received a four star rating and scored above the District and State averages in every tested area in 2019. In 2021-2022 Eastside's Overall performance rating was blue. Of the five (5) color-coded performance levels that aggregates all available state indicator data for performance status, Blue is the highest ranking a school can receive. Eastside scored above the state average in every tested category.

## EXTRACURRICULAR SUCCESS

Eastside's STLP has traveled to State competitions over the past two years to present their Level 1 Leadership projects. We have also had students go to state as finalists for their Digital Art projects. We had a member of the club place 2nd in the state for her App idea in 2022. We are growing in numbers and are excited to participate in more competition categories this year at regionals and state.

Our Travel club continues to provide opportunities for students to tour the world. The EMS International Travel Club plans to travel to England & Paris during the Fall of 2023, Scotland & Ireland-Fall 2024, Rome & Sorrento -Fall 2025, and Japan-Spring 2026. We are excited for our students to travel and experience different cultures and locations worldwide.

Eastside's inaugural season of baseball was in 2022. The first ever Eastside team posted an undefeated regular season, and won the county's first ever county championship. In its' first season, the baseball team had 22 players on the roster. In 2023 the baseball program had 23 players on the roster, and was able to win back to back county championships. Many of our 8th grade students are playing Freshman and JV baseball for Bullitt East.

The academic team was represented at the regional and state competitions in 2018 and 2019.

Our school band continues to excel, as demonstrated by their distinguished ratings at the Kentucky Music Education Association competition.

Eastside's archery has competed at the regional, state, and national level. The archery team finished second at the world competition in 2012. In the 2023 NASP State Tournament, Eastside archers placed 5/126 middle schools. In the 2023 NASP National Tournament Eastside archers placed 34/ 240 and 8/43 in the NASP Open Tournament.

EMS cheerleaders have consistently finished as a top squad at the state and national levels. Our cheerleading squads placed first in their division at the state competition ten years total, and each of the last 7 consecutive years. Both squads are back to back state, national and world champions.

The girl's basketball team placed first at the middle school state basketball tournament in 2013 and 2018. The team won third place in 2015.

---

Our track team has seen a great increase in participation and success over the last three years. The girls team won every event except one at the County meet and placed in the top ten in the state meet.

## TEACHER AWARDS

Eastside teachers have been awarded honors for their success in and out of the classroom. Eastside currently boasts the district teacher of the year, the state Health Teacher of the Year 2017, the state Social Studies Teacher of the Year 2016, and the District Teacher of the Year 2023.

## WHAT WE ARE DOING TO IMPROVE

Eastside strives to meet our maximum potential in all areas. Instruction is data-driven in order to meet all student needs and EMS works closely with an instructional coach in order to maximize results.

Professional Learning Communities meet on a weekly basis to foster a culture and atmosphere of continual improvement. Off-campus visits are part of our commitment to learn from others and emulate best practices. Embedded professional development and teacher training opportunities promote instructional growth within our staff.

We continue to seek additional opportunities for students to participate in extracurricular activities and take ownership in the improvement of their school and community. We are dedicated to increasing community involvement through service-learning projects and programs to provide parents the opportunity to be involved in their child's educational experience. Our school technology coordinator, Tiffany Walker, will continue to incorporate the use of the robots in her Technology courses, allowing for continued exposure to STEM-related content.

We have added to the PLTW curriculum a course in Automation and Robotics. We've added an engraver/etching machine allowing us to incorporate CAD engineering design. We are looking for a continuous process of growth and development for our students. With that, we add a pursuit for new avenues of engagement and involvement, all while trying to reach the interest of as many students as possible.

We are excited to be one of only a small handful of Kentucky middle schools with a greenhouse. The use of the greenhouse is underway, with a select group of students growing items in solar powered structure. The addition of a greenhouse will provide opportunities to involve a different population of students, while also exposing our students to additional fields of agriculture.

The success of Eastside has been unrivaled, and there are few schools with the same drive and passion exhibited throughout our learning community. Our teachers, students, and parents collectively desire to be the best. Eastside is proud of our accomplishments, and we will continue to work tirelessly in our efforts to be

---

the number one middle school in the Commonwealth. We value strong relationships and we hold our students to high expectations. We tell our students they are more than a score. Good grades are very important, but grades alone will not provide the assurance our students need to excel in today's society. We feel it is our moral imperative to reach students on a level that spans far beyond the realm of academics. We desire improved relationships between our students and their families and friends. We want to develop students with self-confidence and who hold others in high regards. We want our students to have a stronger understanding of life and a greater self-purpose. Using an acronym for EAGLES, the Eagle Virtues encompass the character building virtues of Encouragement, Attitude, Gratitude, Leadership, Empathy and Service. Throughout the year, each Eagle Virtue is given special emphasis for approximately one month. As principal, Mr. Towns shares the virtues with the teachers, and also teaches the lessons to our 6th grade population. Our counselor, Mr. Bates teaches the virtues to our 7th grade population. Mr. Buege, assistant principal, teaches to our 8th grade population. Our hope is to relay the message to our students that by changing ourselves, we will change the world.

To continue with administrative involvement, our team has committed to be in every class, every week. During classroom visits, the administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot).

#### Additional Information

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

N/A

---

# Attachment Summary

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





2023-2024 Phase Two: School Assurances\_10112023\_08:08

2023-2024 Phase Two: School Assurances

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

## Table of Contents

2023-24 Phase Two: School Assurances	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 Two: The Needs Assessment for  
Schools\_10112023\_08:12

2023-2024 Phase Two: The Needs Assessment for Schools

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

---

## Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

## **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.

Eastside Middle School seeks to use all available data in order to better understand the system that produces our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis. Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs (weekly). All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students. The first step in addressing our identified areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement. We participate in a comprehensive data analysis in attempt to identify probable causes of lower performance. Collaboration continues in order to identify research-based strategies to address the identified areas of concern. Administrators then work with all members of the learning community to ensure the areas of concern and the strategies to address



these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team meet each week in order to discuss the progress made in the implementation of our plan. Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefiting from the programs and strategies implemented.

### 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?

All goals, objectives, strategies, and activities revolved around using all available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results.

### Reading

Reading teachers worked in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading. Language Arts teachers were provided an additional 55 minute planning period per week to meet in core content professional learning communities (CCPLCs). Teachers in all content areas collaborated with ELA teachers to develop consistent reading practices across all content areas. All teachers worked collaboratively to promote reading for comprehension, pleasure, and understanding.

### Students with Disabilities

District ECE instructional coaches were included in our school ECE PLC. Instructional coaches worked to ensure best practices in the co-teaching model and in resource classes. Eastside Implemented CASE/ Predictive assessments to identify standards mastered and not mastered by each student. Our faculty worked in CCPLCs to analyze data gathered from the implementation of this assessment to guide the instructional process. Core content PLCs were also implemented one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group.

### Math

---

Teachers worked in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of math. Math teachers were provided with additional 55 minute planning period per week to meet in CCPLC in order to work collaboratively through the instructional process.

### Science

Science teachers worked to develop common assessments through Mastery Connect tracking progress toward mastery of standards. Science teachers focused on increasing the rigor of questions included in standards based common assessments. Science teachers also were given an additional 55 minutes planning period per week to collaborate and implement the instructional process to fidelity.

### Writing

To improve in the area of writing, EMS has implemented a whole school focus on the pre-writing process. Teachers worked to implement a common vocabulary from 6-8 grade while increasing writing across content areas. LA Teachers created writing prompts and common rubrics to ensure writing process is taught the same and assessed the same throughout the school. Teachers working in LA PLC identified content that needs to be taught/ learned before students reach 8th grade. Furthermore, all classes were responsible for assigning on demand prompts in all classes.

Overall, implementation of key strategies and focus provided us the opportunity to experience growth and an overall GREEN rating. The plan is a living document that will be updated and revised according to the data from KSA and predictive assessments to ensure continual improvement.

### 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.

See Attachment.

### 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.  
See Attachment.

#### 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.

See Attachment

#### 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.

See Attachment.

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**

---




 2023- 2024 Key Elements Eastside 1

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.  
See attachment.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>2023- 2024 Key Elements Eastside</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>2023- 2024 Key Elements Eastside 1</p>		<ul style="list-style-type: none"> <li>• 7</li> </ul>
 <p>EMS Needs Assessment 23-24</p>	<p>EMS Needs Assessment 23-24: Current State/ Trends/ Priorities and Concerns/ Strengths and Leverages</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	Yes	<p>Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning, design lessons, and review curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>
<p><b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	Yes	<p>Our administrative team has committed to be in every class, every week. During classroom visits, administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers will receive some type of communication with every visit to help ensure their instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom</p>

Key Elements of the Teaching and Learning Environment – School

		<p>opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>Yes</p>	<p>In the area of writing, EMS has increased teacher use of thinking strategies worked to implement the instructional process in all content areas. Thinking strategies have been fully implemented in order to equip students with skills necessary for composing meaning at both a text and word level. Teachers will also collaborate to develop assessment tools and strategies that effectively monitor and document students' growth toward reading and writing proficiency. The Eastside learning community has collaborated to develop cross-content vertically aligned writing rubrics and instruction. We have worked to develop a common vocabulary in our writing process to be implemented in all content areas. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use reading and writing as a tool for problem solving in all disciplines.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>		<p>At EMS, Team Based PLCs meet monthly. PLCs consist of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personal or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives. Team PLCs desegregate data and plan for opportunities to meet the needs of all students. Data is</p>

Key Elements of the Teaching and Learning Environment – School

		<p>continuously reviewed and progress toward closing the achievement gap is closely monitored. Based on data and need, Professional Development opportunities are sought out and utilized. Teachers use PD learning to utilize new techniques and tools valuable to closing the achievement gap. These processes guide the writing, review and monitoring of the CSIP, and the goals set within.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b>          Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<p>Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>          Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and</p>	<p>YES</p>	<p>Eastside's learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based,</p>



Key Elements of the Teaching and Learning Environment – School

continued growth is the primary focus and foundation for all actions?

school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors.

Eastside will also be intentional about developing a culture of reading. Eastside teachers will collaborate with our instructional coach and librarian to implement literacy activities in our school library. Eastside will work to ensure that students have more opportunities to visit our school library throughout the year in hopes of making our library a focal point of our learning environment. Teachers will assist in the development of a culture of reading by posting the titles of books they are currently reading outside their classrooms. This initiative is intended to spark conversations with students about books they are reading as well as providing opportunities to discuss books that may interest students.



2023-2024 Phase Three: Comprehensive School Improvement  
Plan\_11202023\_12:28

2023-2024 Phase Three: Comprehensive School Improvement Plan

**Eastside Middle School**  
**Antone Towns**  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

---

## Table of Contents

2023-24 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

## 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*, *Shiple*y, *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**

---

 CSIP Phase III


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.

Eastside will implement a different predictive assessment (ELS) provided by the district to predict performance and identify areas of strength and concern. EMS will use data provided through this assessment in order to guide instructional decisions. Data will be analyzed during core content PLCs.

Our math department is working on vertical alignment between grade levels and mirroring mathematical practices and instructional strategies. Furthermore our math department is focusing on word problems and expanding mathematical vocabulary.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>CSIP Phase III</u>		

*(Note: The following table is a highly condensed representation of the data in the image. The original image contains multiple sheets of data with many columns and rows, including various headers and footers.)*

Category	Item	Value	Unit	Notes
Personnel	Firefighter	1	Person	
	EMT	1	Person	
	Paramedic	1	Person	
	Dispatcher	1	Person	
Equipment	Fire Engine	1	Unit	
	EMS Vehicle	1	Unit	
	Medical Equipment	1	Set	
	Communication System	1	System	
Facilities	Station	1	Location	
	Training Facility	1	Location	
	Storage	1	Area	
	Office	1	Room	
Services	Maintenance	1	Contract	
	Insurance	1	Policy	
	Legal	1	Consultant	
	IT Support	1	Contract	



City of [Redacted]

The data in this spreadsheet is for [Redacted] and is not to be used for any other purpose. It is the property of the City of [Redacted] and is not to be distributed outside of the City of [Redacted].


Category	Item	Quantity	Unit	Cost	Total
Personnel	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
	Police Officer	1	Year	75,000	75,000
Equipment	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
	Police Vehicle	1	Unit	25,000	25,000
Training	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000
	Police Training	1	Year	10,000	10,000

### 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.

<p><b>The required goals for elementary/middle schools include the following:</b></p> <ul style="list-style-type: none"> <li>State Assessment Results in reading and mathematics</li> <li>State Assessment Results in science, social studies and writing</li> <li>Achievement Gap</li> <li>English Learner Progress</li> <li>Quality of School Climate and Safety</li> </ul>	<p><b>The required goals for high schools include the following:</b></p> <ul style="list-style-type: none"> <li>State Assessment Results in reading and mathematics</li> <li>State Assessment Results in science, social studies and writing</li> <li>Achievement Gap</li> <li>English Learner Progress</li> <li>Quality of School Climate and Safety</li> <li>Postsecondary Readiness</li> <li>Graduation Rate</li> </ul>
---	--



**BULLITT COUNTY  
PUBLIC SCHOOLS**

**INSTRUCTIONAL VISION**



**AUTHENTIC LEARNING EXPERIENCES**

Academic Standards + Graduate Profile Competencies- Authentic Learning Experiences- Experiences are a balance of traditional, transitional, AND transformational

**STUDENT VOICE AND AGENCY**

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

**COMMUNITY PARTNERSHIPS**

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

**DEMONSTRATIONS OF LEARNING**

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

**AUTHENTIC ASSESSMENTS**

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.



Updated December 2023

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6	Plan/Do	Study & Act <i>(Select a data source, write noticings, and next steps. Document date of review)</i>	Funding
<p><i>School Report Card Academic Performance -&gt; Assessment Results -&gt; Progress Towards State Goals</i></p>							
Reading	65%	79.2%	81.4%	2 Design and Deliver Instr...	- Eastside will continue to implement core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement.	ELS - Noticings: Scores mirrored end of the year KSA scores. Action: Set proficiency goals. Date: Sept. 2023	ESS Funds (State) \$17,000
Math	56%	66.6%	70.1%	4 Review, Analyze, Apply		Common Assessment	ESSER Funds (fede...
Achievement Gap	32%	57.7%	62.1%	6 Establish Learning Envir...	- ESS provided daily after school to meet the needs of struggling students. - Teachers in all content areas will collaborate with ELA teachers to develop reading practices consistently across curricular areas	Action: Date: Ongoing	\$20,000
Econo...							

Science	29%	38.8%	45.2%		<p>Team Based PLCs meet monthly. PLC consist of teachers, administrators, instructional coach, data manager, or school psychologists and the school counselor. When applicable, district personnel or other experts are included in the collaboration works to identify at risk students, predict possible barriers to success and plan for instruction interventions and incentives. Team PLCs de-segregate data and plan for opportunities to meet the needs of all students. Data is continuously reviewed and progress toward closing the achievement gaps closely monitored.</p> <p>Based on data and need, Professional Development opportunities are sought out and utilized.</p> <p>ESS provided daily offers school to meet the needs of struggling students.</p>	<p><b>Common Assessment</b></p> <p>Noticings: Action: Date: ongoing</p> <p><b>ODW Data (Live Scoring, etc.)</b></p> <p>Noticings: Action: Date: ongoing</p>
Social Studies	41%	40.7%	62.8%			
Writing	73%	52.6%	57.6%			
English Learner Progress	N/A				<p><b>ELS</b></p> <p>Noticings: Action: Date:</p> <p><b>ELS</b></p> <p>Noticings: Action: Date:</p>	



Updated December 2023

<p>Quality of School Climate and Safety</p>	<p>71.6</p>	<p>73%</p>	<p>75%</p>	<p>- As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption.                  - Create Feedback Form and choose monthly target areas that are consistent across grade levels.                  - Create EMS Staff Every Classroom Every Week Google form for easy administrative monitoring.                  - Schedule a monthly check in meeting with observers. Are we reaching our goal of Every Classroom Every Week                  - Hire a part time counselor to assist in the mental health of students and staff.</p>	<p><b>Behavior Data</b>                  Noticings:                  Action:                  Date:    <b>IMPACT Data</b>                  Noticings:                  Action:                  Date:</p>	
<p>Graduation Rate</p>	<p>N/A</p>				<p><b>ELS</b>                  Noticings:                  Action:                  Date:</p>	
<p>Post-Secondary</p>	<p>N/A</p>				<p><b>ELS</b>                  Noticings:                  Action:                  Date:</p>	

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	<p>Yes</p>	<p>Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning, design lessons, and review curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>
<p><b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	<p>Yes</p>	<p>Our administrative team has committed to be in every class, every week. During classroom visits, administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers will receive some type of communication with every visit to help ensure their instruction is highly effective, culturally</p>

Key Elements of the Teaching and Learning Environment – School

		<p>responsive, evidence-based, and provided to all students in the classroom</p> <p>Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>Yes</p>	<p>In the area of writing, EMS has increased teacher use of thinking strategies worked to implement the instructional process in all content areas. Thinking strategies have been fully implemented in order to equip students with skills necessary for composing meaning at both a text and word level. Teachers will also collaborate to develop assessment tools and strategies that effectively monitor and document students' growth toward reading and writing proficiency. The Eastside learning community has collaborated to develop cross-content vertically aligned writing rubrics and instruction. We have worked to develop a common vocabulary in our writing process to be implemented in all content areas. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use reading and writing as a tool for problem solving in all disciplines.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our school communicate and implement a sustainable system for reviewing, analyzing, and</p>		<p>At EMS, Team Based PLCs meet monthly. PLCs consist of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When</p>



Key Elements of the Teaching and Learning Environment – School

<p>applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>		<p>applicable, district personal or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives. Team PLCs desegregate data and plan for opportunities to meet the needs of all students. Data is continuously reviewed and progress toward closing the achievement gap is closely monitored. Based on data and need, Professional Development opportunities are sought out and utilized. Teachers use PD learning to utilize new techniques and tools valuable to closing the achievement gap. These processes guide the writing, review and monitoring of the CSIP, and the goals set within.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b> Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<p>Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.</p>

Key Elements of the Teaching and Learning Environment – School

<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	<p>YES</p>	<p>Eastside's learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based, school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors.</p> <p>Eastside will also be intentional about developing a culture of reading. Eastside teachers will collaborate with our instructional coach and librarian to implement literacy activities in our school library. Eastside will work to ensure that students have more opportunities to visit our school library throughout the year in hopes of making our library a focal point of our learning environment. Teachers will assist in the development of a culture of reading by posting the titles of books they are currently reading outside their classrooms. This initiative is intended to spark conversations with students about books they are reading as well as providing opportunities to discuss books that may interest students.</p>
---	------------	---

←

## 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 11.14 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### 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



**BULLITT COUNTY  
PUBLIC SCHOOLS  
INSTRUCTIONAL VISION**



**AUTHENTIC LEARNING EXPERIENCES**

**Academic Standards + Graduate Profile Components**  
Authentic Learning Experiences  
Experiences are a balance of traditional, transdisciplinary, and transformational

### STUDENT VOICE AND AGENCY

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.



**COMMUNITY PARTNERSHIPS**

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities throughout school to life.

### DEMONSTRATIONS OF LEARNING

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.



**AUTHENTIC ASSESSMENTS**

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student work, or performance-based assessments that reflect applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	78.7	Blue	1.4	Blue
State Assessment Results in science, social studies and writing	70.0	Green	1.6	Green
English Learner Progress		Blue		Blue
Quality of School Climate and Safety	71.6	Green	-.07	Green
Postsecondary Readiness (high schools and districts only)		Blue		Blue
Graduation Rate (high schools and districts only)		Blue		Blue
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      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.</p>	<p><b>Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from School Key Elements Table)</b>                      List two or three of the processes, practices, or conditions identified on the School Key Elements Template that focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.</p>			
<ol style="list-style-type: none"> <li>1. Increase overall proficiency in math, with focus on the economically disadvantaged population.</li> <li>2. Increase proficiency/ decrease percentage of students scoring novice in reading.</li> </ol>	<p><u><a href="#">Key Elements Link</a></u></p>			

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6	Plan/Do	Study & Act <i>(Select a data source, write noticings, and next steps; Document date of review)</i>	ESS F \$17,000 ESSER \$20,000
Reading	65%	79.2%	81.4%	2 Design and Deliver Instr...	- Eastside will continue to implement core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement.	ELS Noticings: Scores mirrored end of the year KSA scores. Action: Set proficiency goals. Date: Sept. 2023 Common Assessment Noticings: Action: Date: Ongoing	
Math	56%	66.6%	70.1%	4 Review, Analyze, Apply ...			
Achievement Gap Math Econo...	32%	57.7%	62.1%	6 Establish Learning Envir...	- ESS provided daily after school to meet the needs of struggling students. - Teachers in all content areas will collaborate with ELA teachers to develop reading practices consistently across curricular areas		



<p>Science</p>	<p>29%</p>	<p>38.8%</p>	<p>45.2%</p>	<p>Team Based PLCs meet monthly. PLCs consist of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personnel or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives.</p> <p>Team PLCs disaggregate data and plan for opportunities to meet the needs of all students. Data is continuously reviewed and progress toward closing the achievement gap is closely monitored.</p> <p>Based on data and need, Professional Development opportunities are sought out and utilized.</p> <p>ESS provided daily after school to meet the needs of struggling students.</p>	<p><b>Common Assessment</b></p> <p>Noticings: Action: Date: ongoing</p> <p><b>ODW Data (Live Scoring, etc.)</b></p> <p>Noticings: Action: Date: ongoing</p>	<p><b>ELIS</b></p> <p>Noticings: Action: Date:</p> <p><b>ELIS</b></p> <p>Noticings: Action: Date:</p>
<p>Social Studies</p>	<p>41%</p>	<p>80.7%</p>	<p>82.8%</p>			
<p>Writing</p>	<p>73%</p>	<p>52.6%</p>	<p>57.6%</p>			
<p>English Learner Progress</p>	<p>N/A</p>					

<p>Quality of School Climate and Safety</p>	<p>71.6</p>	<p>73%</p>	<p>75%</p>	<ul style="list-style-type: none"> <li>- As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption.</li> <li>- Create Feedback Form and choose monthly target areas that are consistent across grade levels.</li> <li>- Create EMS Staff Every Classroom Every Week Google form for easy administrative monitoring.</li> <li>- Schedule a monthly check in meeting with observers. Are we reaching our goal of Every Classroom Every Week</li> <li>- Hire a part time counselor to assist in the mental health of students and staff.</li> </ul>	<p><b>Behavior Data</b>                  Noticings:                  Action:                  Date:</p> <p><b>IMPACT Data</b>                  Noticings:                  Action:                  Date:</p>	
<p>Graduation Rate</p>	<p>N/A</p>				<p><b>ELS</b>                  Noticings:                  Action:                  Date:</p>	
<p>Post Secondary</p>	<p>N/A</p>				<p><b>ELS</b>                  Noticings:                  Action:                  Date:</p>	



CURRENT STATE

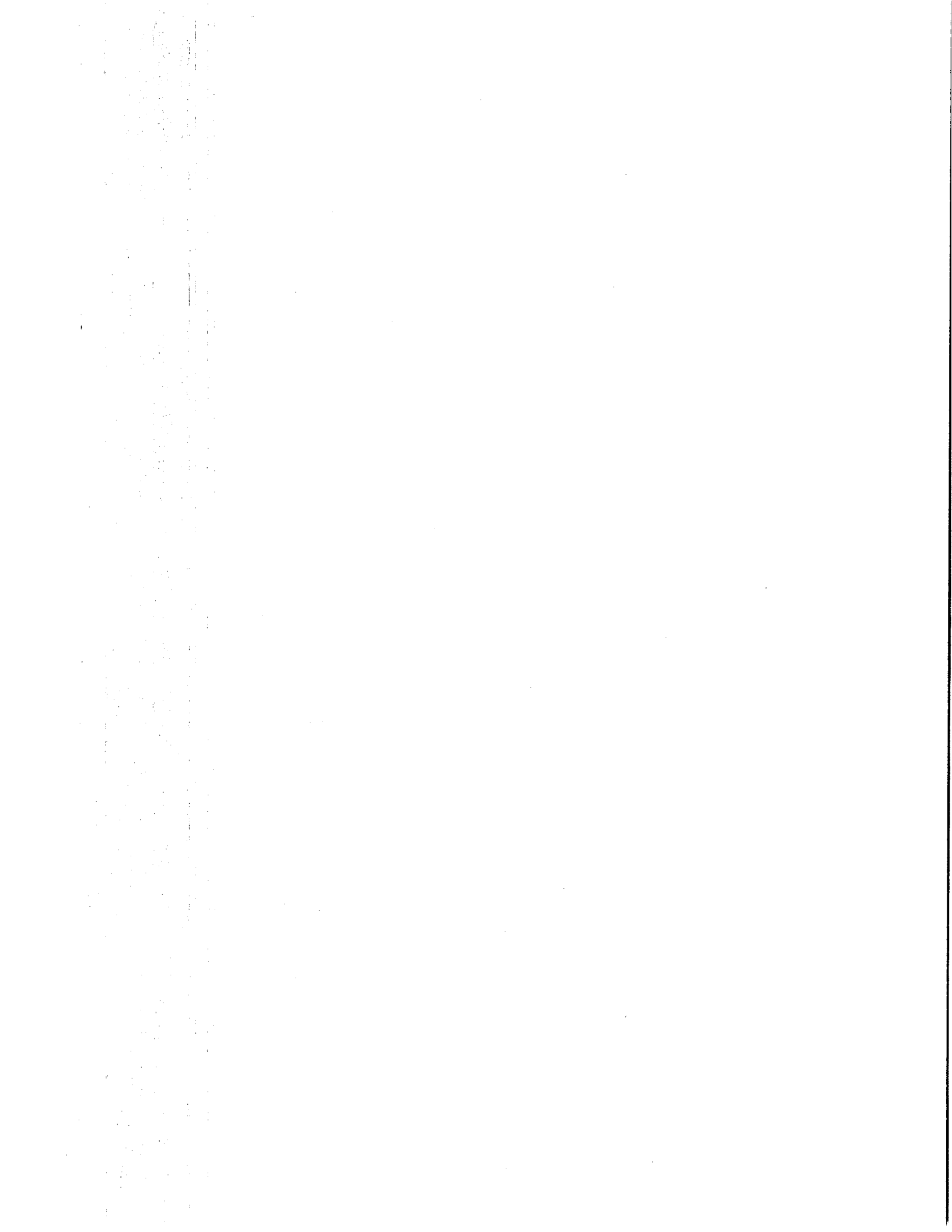
The data in the attached document includes the SRIEP measurement scores from 2019. The data also includes CASE measurement projections from Fall 2020 in the event of reading and math. Finally, the data from the 2022 and 2023 ISA is included. Our team completed the data.

READING

Grade	2019 Score	2020 Score	2021 Score	2022 Score	2023 Score	2024 Score	2025 Score	2026 Score	2027 Score	2028 Score	2029 Score	2030 Score
Grade 1	115	116	117	118	119	120	121	122	123	124	125	126
Grade 2	120	121	122	123	124	125	126	127	128	129	130	131
Grade 3	125	126	127	128	129	130	131	132	133	134	135	136
Grade 4	130	131	132	133	134	135	136	137	138	139	140	141
Grade 5	135	136	137	138	139	140	141	142	143	144	145	146
Grade 6	140	141	142	143	144	145	146	147	148	149	150	151
Grade 7	145	146	147	148	149	150	151	152	153	154	155	156
Grade 8	150	151	152	153	154	155	156	157	158	159	160	161
Grade 9	155	156	157	158	159	160	161	162	163	164	165	166
Grade 10	160	161	162	163	164	165	166	167	168	169	170	171
Grade 11	165	166	167	168	169	170	171	172	173	174	175	176
Grade 12	170	171	172	173	174	175	176	177	178	179	180	181

Demographic Group	2019 Score	2020 Score	2021 Score	2022 Score	2023 Score	2024 Score	2025 Score	2026 Score	2027 Score	2028 Score	2029 Score	2030 Score
All Students	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0
White	71.5	71.5	71.5	71.5	71.5	71.5	71.5	71.5	71.5	71.5	71.5	71.5
Black	68.0	68.0	68.0	68.0	68.0	68.0	68.0	68.0	68.0	68.0	68.0	68.0
Hispanic	69.5	69.5	69.5	69.5	69.5	69.5	69.5	69.5	69.5	69.5	69.5	69.5
Economically Disadvantaged	67.2	67.2	67.2	67.2	67.2	67.2	67.2	67.2	67.2	67.2	67.2	67.2
Students with IEP	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2

Strength and weaknesses have been identified by the groups based on the data presented as well as the green boxes with the correct data table. Prerequisite and Content Area have been identified by the red boxes with the correct data table.



Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	Yes	<p>Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning, design lessons, and review curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>
<p><b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	Yes	<p>Our administrative team has committed to be in every class, every week. During classroom visits, administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers will receive some type of communication with every visit to help ensure their instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom</p>

Key Elements of the Teaching and Learning Environment – School

		<p>opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>Yes</p>	<p>In the area of writing, EMS has increased teacher use of thinking strategies worked to implement the instructional process in all content areas. Thinking strategies have been fully implemented in order to equip students with skills necessary for composing meaning at both a text and word level. Teachers will also collaborate to develop assessment tools and strategies that effectively monitor and document students' growth toward reading and writing proficiency. The Eastside learning community has collaborated to develop cross-content vertically aligned writing rubrics and instruction. We have worked to develop a common vocabulary in our writing process to be implemented in all content areas. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use reading and writing as a tool for problem solving in all disciplines.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>		<p>At EMS, Team Based PLCs meet monthly. PLCs consist of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personal or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives. Team PLCs desegregate data and plan for opportunities to meet the needs of all students. Data is</p>

Key Elements of the Teaching and Learning Environment – School

		<p>continuously reviewed and progress toward closing the achievement gap is closely monitored. Based on data and need, Professional Development opportunities are sought out and utilized. Teachers use PD learning to utilize new techniques and tools valuable to closing the achievement gap. These processes guide the writing, review and monitoring of the CSIP, and the goals set within.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b>          Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<p>Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>          Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and</p>	<p>YES</p>	<p>Eastside's learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based,</p>

Key Elements of the Teaching and Learning Environment – School

continued growth is the primary focus and foundation for all actions?

school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors.

Eastside will also be intentional about developing a culture of reading. Eastside teachers will collaborate with our instructional coach and librarian to implement literacy activities in our school library. Eastside will work to ensure that students have more opportunities to visit our school library throughout the year in hopes of making our library a focal point of our learning environment. Teachers will assist in the development of a culture of reading by posting the titles of books they are currently reading outside their classrooms. This initiative is intended to spark conversations with students about books they are reading as well as providing opportunities to discuss books that may interest students.

## 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.**

### 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



## BULLITT COUNTY PUBLIC SCHOOLS

### INSTRUCTIONAL VISION



**AUTHENTIC LEARNING EXPERIENCES**

**Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences**

Experiences are a balance of traditional, transitional, AND transformational

**STUDENT VOICE AND AGENCY**

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

**COMMUNITY PARTNERSHIPS**

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

**DEMONSTRATIONS OF LEARNING**

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

**AUTHENTIC ASSESSMENTS**

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	78.7	Blue ▾	1.4	Blue ▾
State Assessment Results in science, social studies and writing	70.0	Green ▾	1.6	Green ▾
English Learner Progress		Blue ▾		Blue ▾
Quality of School Climate and Safety	71.6	Green ▾	-.07	Green ▾
Postsecondary Readiness (high schools and districts only)		Blue ▾		Blue ▾
Graduation Rate (high schools and districts only)		Blue ▾		Blue ▾
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      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.</p>				
<p><b>Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from Phase II School Key Elements Table)</b>                      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.</p> <p><b>Key Elements Link</b></p> <ol style="list-style-type: none"> <li>1. Increase overall proficiency in math, with focus on the economically disadvantaged population.</li> <li>2. Increase proficiency/ decrease percentage of students scoring novice in reading.</li> </ol>				



Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6			Plan/Do	Study & Act <i>(Select a data source, write noticings, and next steps. Document date of review)</i>	Funding
				School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals					
Reading	65%	79.2%	81.4%	2 Design and Deliver Instr...			<ul style="list-style-type: none"> <li>- Eastside will continue to implement core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students.</li> <li>- Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement.</li> <li>- ESS provided daily after school to meet the needs of struggling students.</li> <li>- Teachers in all content areas will collaborate with ELA teachers to develop reading practices consistently across curricular areas</li> </ul>	<ul style="list-style-type: none"> <li>ESS Funds (State) - \$17,000</li> <li>ESSER Funds (Fede...</li> </ul>	
Math	56%	66.6%	70.1%	4 Review, Analyze, Apply ...			<ul style="list-style-type: none"> <li>Noticings: Scores mirrored end of the year KSA scores.</li> <li>Action: Set proficiency goals.</li> <li>Date: Sept. 2023</li> </ul>		
Achievement Gap Math Econo ...	32%	57.7%	62.1%	6 Establish Learning Envir...			<ul style="list-style-type: none"> <li>Common Assessment</li> <li>Noticings:</li> <li>Action:</li> <li>Date: Ongoing</li> </ul>		

Science	29%	38.8%	45.2%	<p><i>Team Based PLCs meet monthly. PLCs consist of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personnel or other experts are included. This collaboration works to identify at-risk students, predict possible barriers to success and plan for instructional interventions and incentives.</i></p> <p><i>Team PLCs disaggregate data and plan for opportunities to meet the needs of all students. Data is continuously reviewed and progress toward closing the achievement gap is closely monitored.</i></p> <p><i>Based on data and need, Professional Development opportunities are sought out and utilized.</i></p> <p><i>ESS provided daily after school to meet the needs of struggling students.</i></p>	<p><b>Common Assessment</b> - Noticings: Action: Date: ongoing</p> <p><b>ODW Data (Live Scoring, etc.)</b> - Noticings: Action: Date: ongoing</p>	
Social Studies	41%	80.7%	82.8%			
Writing	73%	52.6%	57.6%			
English Learner Progress	N/A			<p><b>ELS</b> - Noticings: Action: Date:</p> <p><b>ELS</b> - Noticings: Action: Date:</p>		



<p>Quality of School Climate and Safety</p>	<p>71.6</p>	<p>73%</p>	<p>75%</p>	<p>- As part of PBIS, teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption.                  - Create Feedback Form and choose monthly target areas that are consistent across grade levels.                  - Create EMS Staff Every Classroom Every Week Google form for easy administrative monitoring.                  - Schedule a monthly check in meeting with observers. Are we reaching our goal of Every Classroom Every Week                  - Hire a part time counselor to assist in the mental health of students and staff.</p>	<p><b>Behavior Data</b>                  Noticings:                  Action:                  Date:</p> <p><b>IMPACT Data</b>                  Noticings:                  Action:                  Date:</p>	<p><b>EIS</b>                  Noticings:                  Action:                  Date:</p> <p><b>EIS</b>                  Noticings:                  Action:                  Date:</p>
<p>Graduation Rate</p>	<p>N/A</p>					
<p>Post Secondary</p>	<p>N/A</p>					