2024 Phase One: Continuous Improvement Diagnostic Maryville Elementary

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Maryville Elementary School
Jamie Wyman
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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

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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.
   Jamie Wyman

   September 8, 2023

2024 Phase One: Executive Summary for Maryville Elementary

2023-2024 Phase One: Executive Summary for Schools

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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?

Maryville Elementary School (MES) is located in Northern Bullitt County, KY. MES is an urban, community school located in the center of a neighborhood, where many students still walk or ride their bicycles to school. Many of the students attending MES are second/third generation, and the families have a strong tie to the school. School attendance has been a focus over the last few years to reinforce the strong correlation between attendance and school success. Our enrollment has grown from last year and sits around 320, and being an identified Title I school, our free and reduced lunch population stays around 70%. An average of 28% of our population has an identified disability. The average school attendance for the past few years is around 96%. Our certified staff sits at 25, and our classified staff sits at 17, with an average of 11 teaching years experience. MES underwent a massive renovation 5 years ago, and we are collaborating with the community and PTA to continue fundraising for our playground.

School Stakeholders

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

Maryville Elementary has several stakeholder groups. The groups are important to the success and continued improvement of the school. The Site Based Decision Making (SBDM) meets monthly to stay continuously focused on the success of our students. Teachers and staff are a major stakeholder group. Small committees and groups work together to lead ongoing improvements and student success. The Parent Teacher Association (PTA) works with the school to provide several community building opportunities for the students, staff and families throughout the year. MES has strong community support. Facilitated by the Family Resource Center Coordinator, community organizations support the school in a variety of ways based on academic, social-emotional, and community engagement needs.

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.

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Maryville Elementary School (MES) believes in the importance of addressing the whole child by meeting emotional, behavioral, and academic needs, while still holding all students to high expectations. MES' mission statement, which was rewritten August 2019, reads: A family growing together in a safe, loving place to empower our students for success. We live this mission out by embodying the following three words: Motivate. Empower. Succeed. Recently, the school pledge and school-wide behavior expectations were updated by staff and students using "Patriot PRIDE." Our exceptional faculty and staff demonstrate excellence in teaching and a sincere commitment to meeting the needs of each individual student.

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.

The majority of our primary teachers and IInstructional Coach have been honored as laureates through the Bellarmine Literacy Project. There are a number of National Board Certified Teachers. Our main focus for improvement is novice reduction and increased proficiency in reading, math, and writing. We recently received the Disney in Schools grant and have added a musical theater program for students.

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

2024 Phase One: School Safety Report Maryville Elementary

2023-2024 Phase One: School Safety Report

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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)?

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

    3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

    4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

    5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

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

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

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

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

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
     Yes. 9-14-23

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

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

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

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

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
     Yes

2024 Phase Two: The Needs Assessment for Maryville Elementary

2023-2024 Phase Two: The Needs Assessment for Schools

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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.

See attached

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?

See attached

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

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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 attached

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 attached

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 attached

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 attached

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

2024 Maryville Elementary Key Elements Chart

2024 Maryville Elementary Needs Assessment

2024 Maryville Elementary Needs Assessment Data

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.

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NOTE: These elements will be throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.
    See attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2024 Maryville Elementary Key Elements Chart		• 7
🔗 2024 Maryville Elementary Needs Assessment		• 7
🔗 2024 Maryville Elementary Needs Assessment Data		• 7

Academic Data	2023 iReady	2023 KSA Assessment	2019 Bullet Points
Elementary Reading (all students)	33% novice	27% novice	P/D decreased by 3%
Elementary Math (all students)	39% novice	35% novice	P/D decreased by 5%
			P/D increase by 10%
			P/D decreased by 28% and novice increase by 14%
Students w/Disabilities Reading (all students)	59% novice	% novice	P/D decreased 8%
Students w/Disabilities Math(all students)	60% novice		
Economically Disadvantaged Reading (all students)	34% novice	% novice	P/D decreased by 5%
Economically Disadvantaged Math (all students)	30% novice	% novice	
Economically Disadvantaged Writing (all students)		% novice	
Economically Disadvantaged Science		% novice	P/D decreased by 28%

Non-Academic Data
Behavior

Academic Data	2023 iReady Assessment	2023 KSA Assessment	2022 Bullet Points
Elementary Reading (all students)	24% at or above grade level	39% proficient/distinguished	53.1% proficient/distinguished
Elementary Math (all students)	12% at or above grade level	30% proficient/distinguished	43.1% proficient/distinguished
Elementary Writing		32% proficient/distinguished	28.6% proficient/distinguished
Elementary Science		28% proficient/distinguished	26.2% proficient/distinguished
Elementary Social Studies		36% proficient/distinguished	27.9% proficient/distinguished
Students w/Disabilities Reading (all students)	11% at or above grade level	10% proficient/distinguished	11% proficient/distinguished
Students w/Disabilities Math (all students)	5% at or above grade level	20% proficient/distinguished	
Students w/Disabilities Writing			
Students w/Disabilities Science			
Students w/Disabilities Social Studies			
Economically Disadvantaged Reading (all students)	21% at or above grade level	26% proficient/distinguished	40% proficient/distinguished
Economically Disadvantaged Math (all students)	12% at or above grade level	10% proficient/distinguished	39% proficient/distinguished
Economically Disadvantaged Writing			
Economically Disadvantaged Science			
Economically Disadvantaged Social Studies			
Non-Academic Data			
Behavior	55 referrals YTD		77 Referrals YTD
Student Attendance			96.05% (2018/2019 school year)
			94.7% (2018/2019 school year)

Academic Data	2023 Bullet Points	2022 Bullet Points	2020 Bullet Points	2019 Bullet Points
Elementary/Writing	2% decrease in in Novice since 2022			novice decrease by 5%
Elementary Social Studies	5% decrease in Novice since 2022			
Elementary Science	3% increase in Proficient since 2022		novice reduction of 2.5% (CASE fall to winter) proficiency increase by 5.8% and novice reduction of 13.1% (CASE fall to winter)	P/D increase by 10% P/D increase by 2% and novice decrease by 11%
Students w/Disabilities Reading	4.7% increase in P/D since 2019	P/D increase by 1% since 2019	proficiency increase by 16.2% (CASE fall to fall)	P/D increase 6% and novice decrease by 10%
Students w/Disabilities Math	6.8% increase in P/D since 2019	P/D increase by 4% since 2019	proficiency increase by 18.3% (CASE fall to fall)	
Students w/Disabilities Writing		P/D increase by 20% since 2019		
Economically Disadvantaged Reading (all students)				novice decrease by 11%
Economically Disadvantaged Math (all students)	9.8% increase in P/D since 2019		proficiency increase by 10.8% (CASE fall to fall)	P/D increase by 2% and novice decrease by 6%
Economically Disadvantaged Writing				P/D increase by 16% and novice decrease by 16%
Economically Disadvantaged Social Studies				P/D increase by 5% and novice3 decrease by 10%
Non-Academic Data				
Student/Attendance			Student attendance has improved from 95.71% to 96.88% since the 2017/2018 school year.	Student attendance has improved from 95.71% to 96.05% since the 2018-2019 school year.
Behavior	Number of YTD behavior referrals is down by 39 since 2019	Number of behavior referrals is down by 88 in October of 2019 (two years ago).		

2024 Phase Two: The Needs Assessment for Maryville Elementary

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.

One process used for the review, analysis, and application of data is our weekly PLC meetings where we look at common formative and summative assessments. These meetings include the regular education teachers, special education teachers, interventionists, and the leadership team (principal, counselor, instructional coach). These meetings are documented in our PLC agenda folder on Google Drive. Two other times stakeholders look at this data is during monthly Bullitt Days and Faculty Meetings. During this time, both certified and classified staff analyze summative data results, such as KSA, iReady diagnostic results for reading and math, FastBridge diagnostic results for K-3 reading, common assessments, etc., and create plans for next steps. Our Instructional and Culture Committees meet monthly to analyze school data as well to help with the revision of current school processes and core instruction, both behaviorally and academically. These committees are composed of grade level and team representatives and the Leadership Team. Our SBDM committee meets monthly to review data which influences the revision of school policies. This committee is composed of parents, teachers, and the principal.

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 focused on realigning the PLC process and moving towards professional development on the essential standards process. Teachers began this work over the summer and will continue to develop common assessments to align with the identified standards. A strong emphasis was placed on kindergarten and 1st grade literacy due to learning losses during the pandemic, in which monthly data digs occurred to discuss student literacy data and reorganize reading groups based on progress. This process will carry into 2nd-3rd grades in addition to kindergarten and 1st grade. Overall, our strategies allowed us to come out of the pandemic seeing growth, and we will continue to focus on student proficiency and novice reduction. Moving forward, we will continue to align instructional strategies and assessments to the essential standards. Teachers will begin looking deeper into the instructional practices being used to ensure lessons require students to demonstrate learning at the rigor of the standards.

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

- **2024 Maryville Elementary Key Elements Chart**

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?

In order to produce the desired changes for Maryville Elementary, we will focus on the following KCWPs:

- KCWP 2: Design and Deliver Instruction- Some processes within this KCWP that need to be reviewed and revised are our MTSS program and protocols and PLC processes. Some practices that will be implemented include a close examination of effective instructional strategies and how they are used in planning and PLC processes. There will be an increased focus on developing strong instructional practices that align to the standard and allow students to demonstrate mastery. The use of common summative and formative assessment data will inform instructional decisions when looking at mastery for students and determining who needs to enter tier 2 or 3 intervention. One condition within the building that needs to be improved is collaboration opportunities between all stakeholders involved in student learning: regular education teachers, special education teachers, interventionists, counselors, parents, etc. This improvement will maximize collaboration between all parties and benefit student achievement by ensuring all parties involved in a student's education are informed of appropriate instruction to close learning gaps.

- KCWP 4: Review, Analyze and Apply Data Results A process that needs revision for this KCWP is our use of data to allow for analysis of or core instructions and tiers of intervention. This will impact our PLC and MTSS processes. Some practices that will be involved in this will be the collection, discussion, and use of data. In order to achieve these things, we must look at the condition of collaboration and communication between all stakeholders on student data. We will also focus on ensuring the analysis of data is used to determine instructional next steps, both interventions and enrichments, for all students.

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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**
- o No
- o N/A

COMMENTS

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

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

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance 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

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ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

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

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance 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**
- o No
- o N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

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

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

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

COMMENTS

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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

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Maryville Elementary School

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

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o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

15. 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**

o No

o 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**

o No

o N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

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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

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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
- o No
- o N/A

COMMENTS

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

- Yes
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs
23. 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.

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o Yes

● **No**

o 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.

o Yes

● **No**

o 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.

o Yes

● **No**

o 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.

o Yes

● **No**

o 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.

o Yes

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- ● **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

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developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- **● No**
- o N/A

COMMENTS

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

- o Yes
- **● No**
- o N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 Phase Three: Comprehensive School Improvement Plan_Maryville Elementary

2023-2024 Phase Three: Comprehensive School Improvement Plan

Maryville Elementary School
Jamie Wyman
4504 Summers Drive
Louisville, Kentucky, 40229
United States of America

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Maryville Elementary School

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Maryville Elementary School

2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

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Maryville Elementary School

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

🔗 24 CSIP Goals Maryville Elementary

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.

Maryville elementary will continue to increase the number of students performing at or above proficiency in reading and math. We will work to increase the effectiveness of our tier one instruction to decrease the number of students falling into the tier two and tier three categories. We will also increase the effectiveness of our MTSS system to ensure students are receiving targeted and high quality interventions.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 24 CSIP Goals Maryville Elementary		•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement. While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION

Our mission is to inspire and equip our students to succeed in life

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 June 2023

Comprehensive School Improvement Plan (CSIP)

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

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	47.1	Orange	-7.6	Red
State Assessment Results in science, social studies and writing	59.3	Green	2.2	Green
English Learner Progress	NA		NA	
Quality of School Climate and Safety	73.9	Green	-0.3	Yellow
Priorities/Concerns from Needs Assessment for Schools	Processes, Practices, or Conditions to be Addressed from Key Elements Template (*this comes from Phase II School Key Elements Table*)			

Updated June 2023

Comprehensive School Improvement Plan (CSIP)

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. *(this would be identified from novice/apprentice, etc.)*

Just 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.

1. Reading
2. Math
3. Special Education

KCWP 2- Design and Deliver Instruction

KCWP 6- Establishing Learning Culture

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 *(drop-down menu - maximum of 3 KCWPs)*	Plan/Do *([for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices table below])*	Study & Act *(Select a data source, write noticings, and next steps; Document date of review; Please progress monitor a minimum of 2 times per academic year.)*	Funding *(Select fund and then enter amount)*
	School Report Card -> Academic Performance->Assessment Results -> Progress Towards State Goals						

Comprehensive School Improvement Plan (CSIP)

Updated June 2023

Reading	39%	49%	54.4%			
Math	30%	43.7%	49.6%			
Achievement Gap — Reading ▾	11%	16.6%	29.1%			
Studen... ▾						

1 Design and Deploy Stan... ▾

2 Design and Deliver Instr... ▾

4 Review, Analyze, Apply ... ▾

PLCs
- Deconstruct essential standards, create congruent assessments, and plan congruent instruction.
  In Progresss ▾
- Grade level teams analyze student data and growth.
  In Progresss ▾

Kindergarten-3rd Grade Reading Academies
- Interventionists plan and deliver differentiated guided reading instruction.
  Complete ▾
- All stakeholders meet monthly to analyze student literacy data to recalibrate reading groups determined by student progress and growth.
  In Progresss ▾

MTSS
- Horizontal grade level teams collaborate with interventionists and special education teachers to analyze student data to determine appropriate next instructional steps.
  In Progresss ▾

Collaborative Scoring Sessions

IReady ▾
Noticings:
Action:
Date:

Noticings:
Action:
Date:

ELS ▾
Noticings:
Action:
Date:

Noticings:
Action:
Date:

ESS Funds (State) ▾
$7969.68- Before and after school extended learning

Title 1 (Federal) ▾
$54,729 Staffing
$6,000 Professional Coaching
$17,000 Instructional Resources

SBDM Funds (State) ▾
$700 Professional Development
$20,000 Instructional Resources

Title 1 (Federal) ▾

Updated June 2023

Comprehensive School Improvement Plan (CSIP)

- Certified teachers and the leadership team collaboratively score benchmark assessments to monitor growth of students over time.
  - In Progresss

Essential Standards Work

- Certified teachers and the leadership team collaboratively identify, pace, and decompose grade level essential standards.
  - In Progress
- Common assessments are built to align with the identified essential standards.
  - In Progress

Comprehensive School Improvement Plan (CSIP)

Updated June 2023

Science	28%	23.7%	31.8%	
Social Studies	36%	33.5%	40.5%	
Writing	30%	36.3%	43%	

PLCs
- Teachers and the leadership team participate in weekly PLC meetings to deconstruct essential standards, create congruent assessments, and plan congruent instruction.
  - In Progress ▾
- Grade level teams analyze student data and growth.
  - In Progress ▾

Collaborative Scoring Sessions
- Certified teachers and the leadership team collaboratively score benchmark assessments to monitor growth of students over time.
  - In Progress ▾

Common Assessment ▾
Noticings:
Action:
Date:

Noticings:
Action:
Date:

ELS ▾
Noticings:
Action:
Date:

Noticings:
Action:
Date:

Comprehensive School Improvement Plan (CSIP)

Updated June 2023

English Learner Progress	*Suppressed Data		PLC	Student Work Samples
			• Analyzing student benchmark data on iReady and Fastbridge 　In Progress • Collaborating with EL teacher to support students in general education classroom 　In Progress TELL Survey • Administrative team and staff will analyze data 　In Progress • Create student groups to provide feedback 　In Progress	Noticings: Action: Date: Noticings: Action: Date: Student Voice (Surveys, etc) Noticings: Action: Date: Noticings: Action: Date:

Comprehensive School Improvement Plan (CSIP)

Updated June 2023

| Quality of School Climate and Safety | 64% Agree or Strongly Agree | 74% Agree or Strongly Agree | 80% Agree or Strongly Agree | • Weekly Guidance Lessons- Our School Counselor provides core instruction on social emotional learning.
• PBIS Program- All classrooms and common areas share tier I behavioral expectations to provide consistency for all students.
• Character Strong- All homeroom teachers deliver research based lesson plans to reinforce positive social skills amongst students.
• Tier I Behavioral Committee- PBIS system was rewritten by a committee of teachers and administration to address problem areas identified by students and staff.
• Seven Counties/AWARE Grant- Weekly counseling services offered to students in behavior MTSS.
• School Counselor- Small group and individual counseling services offered to students in behavior and mental health MTSS.
• Social Skills Groups- School Counselor provides differentiated social skills instruction based on student need. | **Student Voice (Surveys, etc)** ▾
Noticings:
Action:
Date:

Noticings:
Action:
Date:

Behavior Data ▾
Noticings:
Action:
Date:

Noticings:
Action:
Date: |
| All students are treated the same if they break the rules. | | | | | |

Updated June 2023

Comprehensive School Improvement Plan (CSIP)

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160:346(4)(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive school improvement (CSI) pursuant to KRS 160:346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI 160:346(4)(5) and embedded in the comprehensive school improvement plan identified for comprehensive school improvement plan and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:	Identification of Critical Resources Inequities:	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students:	Targeted Subgroups and Evidence-Based Interventions:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**	**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**	**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**	**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the