



2023-2024 Phase One: Continuous Improvement Diagnostic for
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2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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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.

Julie Shumaker 9/8/23



2023-2024 Phase One: Executive Summary for
Schools_09082023_14:12

2023-2024 Phase One: Executive Summary for Schools

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MT. Washington Elementary

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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?

Mt. Washington Elementary (MWES) is located in Mt. Washington, Kentucky. This beautifully remodeled building has an enrollment of about 600 students and about 60 staff members. Mt. Washington is located in Bullitt County, the school district includes 13 elementary schools, 6 middle schools, and 3 high schools, the Bullitt Advanced Math and Science (BAMS) Center and the Career Readiness Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district.

On average spending per pupil is \$8,902 per school year. The student/teacher ratio is 19.20:1. The educational qualifications of the teaching staff includes 23.1% having a BA, 65.1% having a M.A, 12% having a Rank certification and 1 National Board Certified teachers. The community is growing quickly as many new houses are being built daily. In the last three years over a hundred new homes have been built, with most of those homes having school aged children.

The community is proud of their elementary school, and boasts almost eight thousand hours of volunteer hours in the 2022-2023 school year. A unique challenge that all of the schools located in Mt. Washington has a quickly growing population and how to accommodate the students and families needs. Attached is the school report card indicating the demographics of MWES.

School Stakeholders

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

Each group has a different role in the CSIP process.

The process for analyzing data includes our instructional coaches, assistant principal counselor and principal. This team meets weekly to assess school needs based on various sources of academic and non-academic data. Principals use the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. These PDSA are used to help meet the schools' CSIP goal. In addition, all principals have a bi-weekly meeting to review PDSA plans to monitor action steps and data with a district level person.

The staff meets weekly to review data and look for trends in both Common Formative Assessment as well as online based programs (ie: iReady and Fastbridge). During these PLC's the team is focused on creating interventions and/ or extensions

for students. The PLC teams also review the CSIP goals to see how they are progressing towards them.

The SBDM Council examines data with a different lens. This data is an overall picture of the school, rather than individual student progress. There are four SBDM committees that serve four purposes/ functions for the building. These committees use a variety of data based on their purpose. The PTA hears about different parts of the CSIP and the goals set within the plan.

Our FRC works closely with many community businesses and churches and during her advisory meeting shares data with them. She has included data like State Report Card and other testing information.

All meetings are documented on our Google platform with a living calendar along with a document of the meeting minutes.

School's Purpose

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

The School's purpose statement, in short, is "Every Child - Everyday". The vision statement is "to empower all members of our learning community to strive for excellence as they develop into successful, engaged, lifelong learners." The mission statement is "to provide all students the opportunity to participate in engaging, rigorous and collaborative learning activities. Our learning community will work to equip students to become reflective, lifelong learners, and successful leaders of the 21st century." These statements were last reviewed in 2018. By May of 2024 the school will have rebranded and adopted a new vision/ mission that is more aligned with our districts: "To aspire and equip students to succeed in life.

Our school fully embraces the Positive Behavior Interventions and Support (PBIS) school wide expectations : Be Respectful, Be Responsible, Be Cooperative, Be Your Best. Students are reminded daily and praised for following with power points. They are rewarded with verbal praise and points that earn class celebrations. We embody our vision/mission statements with programs such as: Character Education, intervention time in reading and in math, a strong MTSS system for both academics and behavioral, PLCs (Professional Learning Community) collaborative teaching with special education teachers, and collaborative teaching with our gifted and talented teacher. This school year our school has a 1:1 ratio of Chromebooks for all students, and there are interactive boards in all classrooms.

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.

Historically, Mt. Washington Elementary has been very proud of their students' academic performance on the Kentucky State Achievement Tests. We do not have KPREP data from 2019, as we were in a Pandemic and all state assessments were canceled. Our students have also been successful in extra curricular activities: archery, and chess to name a few.

In 2019, our school received recognition from the US Department of Energy for making great strides in energy conservation. We are yearly recognized as an Energy Star School.

Our yearly attendance rate consistently exceeds 95%. Our attendance is usually one of the highest in the district. And we have the lowest chronic absenteeism rate as well.

Our teachers often receive grants to supplement student learning, particularly in the area of technology, arts and humanities. MWES has a supportive Family Resource Center who assists our staff, students and families diligently removing barriers to student achievement.

The team will continue to provide training to the entire school staff related to Trauma Informed Care. Improving our instruction is always at the forefront of our minds as ELA and math continue to be our school wide focus area for improvement. The 2021-2022 school year, now has four committees: English Language Arts, mathematics, MTSS processes (both academic and behavioral) and PLC lead. These committees are all charged with a specific task for our school improvement and growth. These committees are responsible for planning professional development days as well as the creation the professional learning plan.

A final area of improvement is for the admin. team is develop more effective ways to monitor the effectiveness of our programs both academically and behaviorally. This monitoring will help drive the four committees' work through the use of PDSA's.

Additional Information

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

MWES works hard to keep open lines of communication through various forms of media: Facebook, email, phone calls, apps, and school wide communication programs (Infinite Campus). Increasing communication is on going goal each year for the entire building not only to our parents but to our community as well.

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MT. Washington Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09252023_14:59

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. There is a copy in the office and SBDM reviewed it on Sept. 15, 2023.

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)
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2023-2024 Phase Two: The Needs Assessment for
Schools_10162023_11:45

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.

The process for analyzing data includes our instructional coach, assistant principal, counselor and principal. This team meets weekly to assess school needs based on various sources of academic and non-academic data. Principals use the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. In addition, all principals have a bi-weekly meeting to review PDSA plans to monitor action steps and data with a district level person. Data is shared with staff through Principals weekly memos and staff meetings.

The staff meets weekly to review data and look for trends in both Common Formative Assessment as well as Formative assessments. During these PLC's the team is focused on creating interventions and/ or extensions for students.

The SBDM Council examines data with a different lens. This data is an overall picture of the school, rather than individual student progress.

All meetings are documented on our Google platform with a living calendar along with a document of the meeting minutes.

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 revolve around the A,B, C's A is an academic focus of questioning and discussion techniques. B is a behavioral focus as we revamped our PBIS structure to be more aligned to SEL instruction. C is communication, how much we share our student's progress with families as well as the events and activities at school. connected to refocusing, realigning the PLC process work at the district and school level and moving towards training on the essential standards process for all schools to begin implementation the next school year. There is a strong focus on literacy in Grades K-3 due to learning losses during the pandemic. The district afforded the opportunity for Bullitt Literacy Interventionist. This is a part time position and their focus is on literacy growth in grades K, 1, and 2. Building leaders and instructional coaches met to discuss ELA data including reading and writing.

Analyzing the quality of safety and climate for students was a focus through our safe schools department to improve understanding of our student needs along with getting baseline data on areas of strength and improvement for next steps. In addition, an advisory team was created to provide more voice for staff and students related to climate and safety.

This plan was partially effective but our students scores were lower. This school year there has been a focus on the implementation of Illustrative Math as a way to increase the math scores. iReady was purchased district wide for both math and reading and we are hoping to see growth with this program as well. Along with this program our teachers have ready to use interventions for their students.

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 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

 Key Elements of the Teaching and Learning Environment - MWES





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 attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p><u>Key Elements of the Teaching and Learning Environment - MWES</u></p>		<ul style="list-style-type: none"> • 7
 <p><u>Key Elements of the Teaching and Learning Environment - MWES 23-24</u></p>		<ul style="list-style-type: none"> •
 <p><u>MWES Key Elements Chart 23-24</u></p>		<ul style="list-style-type: none"> •
 <p><u>MWES Needs Assessment</u></p>		<ul style="list-style-type: none"> •

Key Elements of the Teaching and Learning Environment – MWES

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>KCWP 1: Design and Deploy Standards</p> <p>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>	<ul style="list-style-type: none"> - Essential Standards work: identify, deconstruct and create assessments design to explore understanding -Authentic learning: creating student led classrooms, with real life experiences, and unique individualized learning -PLC- Using the professional learning days to review data, talk about interventions and develop units.
<p>KCWP 2: Design and Deliver Instruction</p> <p>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>	<ul style="list-style-type: none"> -Eleot data walkthrough -PLC Check-ins with principals; Solution Tree training through LTMs -District instructional coaching program (special education, digital learning, and reg. education) -Illustrative Math Implementation as well as a continued focus on Fluency -The implementation of authentic learning

Key Elements of the Teaching and Learning Environment – MWES

<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>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>-Early Literacy data - Fastbridge and Brigance - iReady for all students -ODW District Assessment</p>
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>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>NO</p>	
<p>KCWP 5: Design, Align and Deliver Support</p> <p>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>No</p>	

Key Elements of the Teaching and Learning Environment – MWES

<p>KCWP 6: Establishing Learning Culture and Environment</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>	<ul style="list-style-type: none">-PBIS committee works on behavior expectations and culture of the students and staff-Graduate Profile competencies-Continual touches on PBIS-Coaching Cycles with teachers-Leadership Loop (every two weeks, email to staff)
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Key Elements of the Teaching and Learning Environment - MWES

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> -Calendar events -Pacing guides for elementary/ Essential standards work -ODW K-12 vertical alignment housed in -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resource - PLC committee meets monthly to grow as leaders and instruction
<p>KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<ul style="list-style-type: none"> -Eleot data walkthrough -PLC Check-ins with principals; Solution Tree training through LTIMs -District instructional coaching program (special education, digital learning, and reg. education) -Implementation of Illustrative Math -Focus on Coteaching to maximize student growth -The implementation of the authentic learning to deliver instruction
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> -ODW District Assessment -Early Literacy Assessment - PASS and Brigance Protocol -Reading plans for K-3 students with iReady support -Fastbridge will be used to find gaps and for intervention
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> -ODW Trimester Data Review -PLC Check-Ins and Look and Listen data -Use of CFA in PLC meetings (both pre and post assessment) -Monitoring form for Feedback from the ELEOT -Use of the targeted plan for reteaching grade level standards for Tier 2. -Monitoring I-Ready Math and Reading Data -Monitoring of Fastbridge

Key Elements of the Teaching and Learning Environment - MWES

<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>MTSS -monitoring progress of individual student data -PBIS is in all schools-tiered fidelity report -MTSS/ PBIS meetings monthly -Our Master schedule reflects using all support staff to assist with literacy.</p>
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>-Principal Points (weekly email to staff) celebrations/ expectations and data share. -PBIS committee works on behavior expectations and culture of the students and staff -Graduate Profile competencies -Continual touches on PBIS -Coaching Cycles with teachers</p>

	KSA 2022-2023	Ready	KSA 2021-2022	K-PRÉP 2020-2021	CASE Data Spring 2021	State Data 2020-2021	K-PRÉP 2018-2019
Academic Data							
Elementary Reading (all students)	59%	41%	59% P/D	42.2% P/D	53.3% P/D	39.5% P/D	65.0% P/D
Elementary Math (all students)	36%	21%	44% P/D	33.3% P/D	41.4% P/D	31.4% P/D	54.7% P/D
Elementary Writing (all students)	39%		53% P/D	67.1% P/D	39.8% P/D	39.8% P/D	44.1% P/D
Elementary Science (all students)	41%		38% P/D	NA	25.1% P/D	NA	NA
Elementary Social Studies (all students)	46%		39% P/D				NA
Students w/Disabilities Reading					41.7% P/D	25.5% P/D	40.5% P/D
Students w/Disabilities Math					22.2% P/D	21.4% P/D	24.3% P/D
Students w/Disabilities Writing						16.6% P/D	10.0% P/D
Students w/Disabilities Science						17.4% P/D	NA
Students w/Disabilities Social Studies							NA
Elementary Science							
Elementary Science	NA	NA	NA		0.0% P/D	23.7% P/D	42.3% P/D
Elementary Math	NA	NA	NA		11.7% P/D	19.1% P/D	36.5% P/D
Economically Disadvantaged Reading							
Economically Disadvantaged Math	47%	NA	52% P/D		44.9% P/D	30.4% P/D	62.6% P/D
Economically Disadvantaged Writing	27%	NA	27% P/D		24.0% P/D	17.9% P/D	44.0% P/D
Economically Disadvantaged Science	31%	NA				30.5% P/D	24.2% P/D
Economically Disadvantaged Social Studies	32%	NA					
Economically Disadvantaged	41%	NA					
Non-Academic Data							
Behavior	95% of students do not have a referral.		95% of students had no behavior referrals.	99% of students do not have behavior events	The district averages 86.6% of students that do not have one behavior referral	3.1% of students have behavior events	93% percent of students who do not have one behavior referral.
Student Attendance	School attendance remains high. Our school percentage was around 95%, our chronic absences rose slightly.		School attendance remains high. Our school percentage was around 96% and chronic absenteeism hovered around 6%.	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 19-20 was 94.59% (Through March 16, 2020). After March 16, 2020 was participation only due to the pandemic.)	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 18-19 was 96.24%.
	Our Teacher attendance has been at 83%, meaning 83% of the teachers attend school on a regular basis. This number is low due to a few FMLA.		Our teacher attendance has fluctuated in the past year due to the quarantine restrictions. Overall our teachers' attendance is average with the district.	The average daily attendance for certified teachers district wide was 94.7. (This includes virtual instruction due to Quarantines and NTL.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.	86.5% (Up until March 13)		The average certified teacher attendance is 94.53%. (This includes emergency, personal, and sick leave only)

Academic Data	2022-2023	2021-2022	2020-2021	Anecdotal Notes 2018-2019
Elementary Reading (all students)	<p>The trend data for reading tends to be stagnant. Our school remained at 59% for the 2022-2023 which was the same for the 2021-2022 school year. The trends showed a 2% decrease in N for students in grades 3rd-5th. I-Ready data for reading indicates scores of PID at 41% and NI at 23% as a benchmark for first rounds of district testing.</p>	<p>There was a significant increase in PID for reading (near a 20%) on both state data and KPREP year 20-21. Still working to achieve pre-covid KPREP achievement.</p>	<p>Trends were not examine for the 2020-2021 school year due to the unique circumstances brought on by the COVID-19 pandemic that greatly impacted state required testing. Data to be shared next, in-person participation in learning opportunities direct comparisons cannot be made of assessment data from prior years. BCPS is using this data to serve as baseline for academic needs coming out of the pandemic</p>	See link from previous years.
Elementary Math (all students)	<p>The trend data for math shows a decrease of proficiency by 8% for proficient and distinguished students. The trend shows an increase of 8% novice for students in mathematics in grades 3rd-5th. I-Ready Fall data shows 21% of students are proficient and distinguished in mathematics in 3rd-5th grade. According to I-Ready data, 33% of our students are novice in grades 3rd-5th.</p>	<p>There was an increase in PID for Math (near 11%) on both state data and KPREP year 20-21. Still are working to achieve pre-covid KPREP achievement</p>		
Elementary Writing (all students)	<p>The trend data for writing shows a decrease of proficiency by 14% for proficient and distinguished students. The trend shows an increase of novice to 2% and increase of apprentices by 12%. The trend data for Science shows an increase in PID of 3% for proficient and distinguished students. The trend shows an increase of 1% in Novice for 4th grade students.</p>	<p>In 18-19 to 20-21 there was a significant increase but a small dip for 21-22 yet still outperformed the pre-covid year. In 20-21 editing and mechanics were added to the writing section of the state test.</p>		
Elementary Science (all students)	<p>The trend data for Social Studies shows an increase in PID of 7% for proficient and distinguished students. The trend shows a increase of 2% in Novice for 5th grade students.</p>	<p>There was an increase from the state data in 20-21.</p>		
Elementary Social Studies (all students)	<p>Not enough students for a subgroup</p>	<p>Social Studies had no comparative data</p>		
Students w/Disabilities Reading (elementary)	<p>Not enough students for a subgroup</p>	<p>Not enough students for a subgroup</p>		
Students w/Disabilities Math (elementary)	<p>Not enough students for a subgroup</p>	<p>Not enough students for a subgroup</p>		
Students w/Disabilities Writing (all levels)	<p>Not enough students for a subgroup</p>	<p>Not enough students for a subgroup</p>		
Students w/Disabilities Science (all levels) (elem/middle only)	<p>Not enough students for a subgroup</p>	<p>Not enough students for a subgroup</p>		
Economically Disadvantaged Reading (elementary)	<p>The number of PID showed a significant decline of 6.8 from the 22-23 score of 60.7% to the current 53.7%</p>	<p>There was an increase from KRPEP from 20-21 data but have not returned to pre-covid scores.</p>		
Economically Disadvantaged Math (elementary)	<p>The number of PID showed a significant decline of 6.8 from the 22-23 score of 60.7% to the current 53.7%</p>	<p>There was an increase from KRPEP from 20-21 data but have not returned to pre-covid scores.</p>		
Economically Disadvantaged Writing (all levels)				
Economically Disadvantaged Science (all levels)				
Economically Disadvantaged Social Studies (elem & middle)				
Gifted and Talented (all levels)				
Gifted and Talented Science (elem)				
Gifted and Talented Math (elementary)				
Non-Academic Data	<p>Behavior is consistent from year to year. Our student attendance is typically the highest in the district. Teacher attendance is consistent from year to year.</p>	<p>Behavior is consistent from year to year. Our student attendance is typically the highest in the district. Teacher attendance is consistent from year to year.</p>		

Academic Data	2022-2023	2021-2022	2020-2021	2019-2020
Reading	<p>There are several new programs in place with a new computer system(s) to help monitor students growth and areas of intervention. The LUFLI program and walk throughs will help teachers approach teaching literacy with fidelity.</p> <p>MWES is implementing a new math program: Illustrative Math this year. It had been several years since they had a program, and teachers were left to read/interrupt the standards on their own. There was not much in the way of vertical alignment. The focus the past few years has been on fluency.</p> <p>We will continue to monitor writing through the use of CBM's given three times a year. Teachers will also continue to focus on the essential standards and work within their PLC's to design lessons to create stronger writers.</p>	<p>Our reading scores have increased so we will continue guided reading groups with our primary to build foundations. Planning intentional reteach of essential standards to reach mastery.</p> <p>Our Math scores showed a smaller percentage of increase. The use of Math fluency games and strategies will continue to be an expectation. A focus on backwards design planning with the essential standards will be continue.</p> <p>Maintaining a low percentage of students in the novice category.</p>	<p>Our reading scores are still high, but have dropped some. With the help of the district we are going to work on increasing early literacy scores.</p>	
Math				
Writing				
Students w/Disabilities	<p>Not enough students to create a subgroup.</p>	<p>Not enough students to create a subgroup.</p>	<p>Students have grown in writing! What a huge positive.</p>	<p>Small increases in P/D from KPREP 18-19 to Fall CASE 2020 for students with disabilities in reading and math</p>
Non-Academic Data				
Behavior	<p>The majority of our students did not have a formal behavior referral. Our MTSS team meets monthly to discuss Tier 1 systems, as well as, work toward strengthening Tier 2 and Tier 3 systems.</p>	<p>The majority of our students did not have a formal behavior referral. Our MTSS team meets monthly to discuss Tier 1 systems, as well as, work toward strengthening Tier 2 and Tier 3 systems.</p>	<p>Due to the pandemic, behavior data was very minimal</p>	<p>The district focus for the 2020-2021 school year is to use trauma-responsive strategies and skills trained by our AWARE staff, PBIS classroom and school-wide expectations to have a clear multi-tiered system of supports for students to reduce the number of suspensions of students. Our building had several Bullitt Days in which teachers met with an OVEC rep. about Trauma informed care and social emotional skills of our students.</p> <p>Starting with the 2020-2021 school year, the district has developed an optional remote learning program that allows families wishing to receive instruction virtually, access to a rigorous remote learning instructional model. This model also includes virtual face-to-face time with school staff to promote social community connections. BCPS has also developed a remote learning participation process to identify students not meeting the remote learning participation expectations and implement interventions to increase engagement. Therefore it has been difficult for our school to assess attendance.</p> <p>Teacher attendance remains a consistent issue. And finding subs to cover the classes are a continual issue.</p>
Student Attendance	<p>MWES student attendance continues to be one of the highest in the district. Our chronic absentee students are usually around 6% of the school population. Our attendance committee meets monthly to discuss concerns and interventions.</p>	<p>MWES student attendance continues to be one of the highest in the district. Our chronic absentee students are usually around 6% of the school population. Our attendance committee meets monthly to discuss concerns and interventions.</p>		
Teacher Attendance	<p>The teacher the attendance remains consistent.</p>	<p>The teacher the attendance remains consistent.</p>		

2018-2019

See [this link](#) for previous

Transition ready rate increased for students with disabilities

2018-2019

The district had a focus for the 19-20 year is to increase knowledge of trauma-informed practices, integrate strategies that will de-escalate behaviors, therefore reducing the amount of suspension rates and missing school. Social emotional programs will be integrated in all classrooms by way of a morning meeting. PBIS, all school assemblies, positive office referrals and other celebrations allow the students to continue to grow social emotionally.

During the 2019-2020 school year, we created an attendance improvement plan, includes monthly Attendance PLC meetings to focus on chronic absenteeism and truancy. Interventions are being implemented and monitored for chronically absent and truant students. District social workers and the DPP are attending conferences on chronic absenteeism and drop out prevention in order to gain additional strategies for implementation.

Teacher attendance is lower than student attendance normally. Their absences are usually covered by a sub.



2023-2024 Phase Two: School Assurances_10162023_11:43

2023-2024 Phase Two: School Assurances

MT. Washington Elementary
Leslie Weihe
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United States of America

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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

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)
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**2023-2024 Phase Three: Comprehensive School Improvement
Plan_11022023_07:46**

2023-2024 Phase Three: Comprehensive School Improvement Plan

MT. Washington Elementary
Leslie Weihe
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

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<u>Attachment Summary</u>	<u>6</u>

2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name




MWES 23-24 Comprehensive School Improvement Plan

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

For the current year, we have added multiple supports for our students and teachers in their efforts to improve instruction that will result in significant improvements for our assessments results.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MWES 23-24 Comprehensive School Improvement Plan	MWES 23-24 CSIP	

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 111.4 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	60.9	Yellow	-4.5	Orange
State Assessment Results in science, social studies and writing	64.5	Yellow	-0.9	Yellow
Quality of School Climate and Safety	80.5	Green	+1.1	Green
<p>Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprentice, etc.)</i></p>				
<p>Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from Phase II School Key Elements Table) 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>Key Elements Template</p> <p>1. Priorities will be to increase the proficiency to 69.4% in the area of Reading. 2. Priorities will be to increase the proficiency to 56.3% in the area of Math.</p>				

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop-down menu - maximum of 2 KCWPs)	Plan/Do (for CSI Schools these should be evidence-based practices for subgroup documentation 1-5) Evidence-Based Practices Table below)	Study & Act (Select a data source, write noticings, and next steps; Document date of review)	Funding (Select fund and then enter amount)
School Report Card -> Academic Performance -> Assessment Results -> Progress Towards State Goals							

Reading	58.0%	69.4%	72.6%	<p>2 Design and Deliver Instr...</p> <p>4 Review, Analyze, Apply ...</p>	<p>Data Analysis:</p> <ul style="list-style-type: none"> iReady K-5 (Reading and Math) FastBridge K-5 (Reading and Math) BLIP Teacher provides Tier 3 targeted reading interventions UFLI Foundations to assist in primary phonemic awareness and phonics reading instruction <p>Plan -</p> <p>Our plan is to increase reading proficiency by designing and delivering instruction using transformational shifts to impact student learning.</p> <p>Do -</p> <p>Train teachers on student-centered strategies (traditional to transitional to transformational) with teachers trying one shift and reporting back.</p> <p>Our plan is to increase math proficiency by designing, delivering and supplementing the IM Curriculum to impact student learning.</p> <ul style="list-style-type: none"> Use of PLC time to analyze instruction and alignment of assessments. Focus on supplementing IM lessons on Essential Standards to impact proficiency Analyze I-Ready Predictive Data reports to identify students to create groups for ESS programs and/or additional supports 	<p>iReady</p> <p>Noticings: Reading</p> <p>Action:</p> <p>Date: Spring 2023</p> <p>Noticings: Math</p> <p>Action:</p> <p>Date: Spring 2023</p> <p>Noticings: Reading</p> <p>Action:</p> <p>Date: Fall 2024</p> <p>Noticings: Math</p> <p>Action:</p> <p>Date: Fall 2024</p> <p>Eleot Data - Active Learning</p> <p>Noticings:</p> <p>Action:</p> <p>Date: Spring 2023</p>	<p>ESSER Funds (Fede...)</p> <p>\$10,000:00:IM:PD</p> <p>\$75,000:00:BLIP</p> <p>ESS Funds (State)</p> <p>Grant Funds (List...)</p> <p>\$40,000:00:Reading</p> <p>Diagnostic Grant</p> <p>Title 1 (Federal)</p> <p>Title 1 (Federal)</p> <p>Title 1 (Federal)</p> <p>Title 1 (Federal)</p> <p>Title 1 (Federal)</p>
Math	36.0%	56.3%	60.9%				
Achievement Gap	27.0%	49.7%	55.0%				
Math							
Econo...							

Science	41.0%	44.1%	50%	<p>Our plan is to increase Writing Proficiency by:</p> <ul style="list-style-type: none"> • OJDW Live scores for grades 3-5 • Focus on subgroups: male/economically disadvantaged providing specific feedback for revisions, Organization, Support and Conventions 	<p>Eleot Data (Active Learning)</p> <p>Noticings: Action: Date:</p> <p>ELS</p> <p>Noticings: Action: Date:</p>		
Social Studies	46.0%	64.0%	67.8%				
Writing	29.0%	45.6%	51.3%				
English Learner Progress	Suppressed			<p>Collaborate with the EL Teacher for best practices for student proficiency.</p>	<p>ELS</p> <p>Noticings: Action: Date:</p> <p>ELS</p> <p>Noticings: Action: Date:</p>		
Quality of School Climate and Safety	Climate Index 81.4%	83.4%	85%	<p>As a school we will review the PBIS plan. Teachers and students will provide feedback through a survey on the effectiveness of the PBIS plan and make adjustments according to feedback.</p>	<p>ELS</p> <p>Noticings: Action: Date:</p> <p>ELS</p> <p>Noticings: Action: Date:</p>		