



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_10102023\_17:45

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Overdale Elementary School**  
**Tonya Holt**  
651 Overdale Drive  
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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.

Tonya Holt



2023-2024 Phase One: Executive Summary for  
Schools\_09292023\_13:26

2023-2024 Phase One: Executive Summary for Schools

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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?

Overdale Elementary School has approximately 350 students, preschool through grade 5. The student population has seen a steady decline over the last few years, due to being centered in an area that has become landlocked. The original school was founded in 1959, and the new building was erected on the same site in 2009. This beautiful school is located in the city of Hillview, which resides in Northern Bullitt County. Overdale Elementary is a neighborhood school located on Overdale Drive in a suburban community.

Overdale has 23 highly qualified certified staff members, including an instructional coach, school counselor, library media specialist, and principal. Four of our teachers are National Board Certified. Overdale's special areas include Physical Education, Music and Art. The staff also includes two Learning and Behavioral Disability teachers that provide services to students identified with a disability under the Individuals with Disabilities Education Act. There are also two special education instructional assistants to help support the students and teachers. Additionally, a Speech/Language Pathologist resides in the building.

Overdale shares a Family Resource Center Coordinator with another elementary school in the district. Overdale utilizes two instructional tutors to help close the gap for our at-risk students. We also utilize a portion of our Title I and Extended School Services monies to fund an Intervention Teacher to support reading and math.

### School Stakeholders

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

Redistricting has occurred over the past six years in Bullitt County. Due to the redistricting, our English Learner population dips up and down from year to year, but currently we are serving approximately 35 students. Over the past few years, some challenges Overdale has encountered are a rise in transient students, issues with attendance, teacher-turnover, a growing population of English Language Learners and an increasing population of students with disabilities. Approximately 35% of our student population moved in or out of the school within the last school year. We believe this transient population is due to Overdale sitting on the border of the Jefferson County line and having students that move back and forth throughout the school year. This negatively impacts instructional consistency with our students. Our students identified as free and reduced (low-socioeconomic status) have continued to increase since the 2018-2019 school year, which qualified us as a Community Eligible Program (CEP) School. Our community involvement has

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increased tremendously over the past couple of years, but there is still a need for parental involvement related to school committees, SBDM elections and overall support of school functions.

### 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.

At Overdale, our collective shared vision is "We Overcome Obstacles, Experience Growth, and Show Grit". Our mission statement is "Overdale Elementary strives to grow all students into productive members of society by providing engaging, rigorous instruction with high expectations in an environment of mutual respect and appreciation". We believe we can empower students by: Encouraging a strong, positive self-image; providing a comfortable, safe, and caring environment; challenging students with high expectations of high academic achievement; teaching appropriate social skills utilizing strong and innovative teaching strategies that will raise students' achievement; demonstrating dedicated leadership, modeling and promoting respect for all; believing ALL children can learn and reach their greatest potential. The mission, vision, and beliefs were developed by the staff and SBDM council. It continues to be revisited to focus our purpose and decision-making. Each morning on our broadcast, 'Mustangs in the Morning', after the United States Pledge of Allegiance, Overdale students recite the Overdale pledge: "Today, I will be responsible, respectful, and safe. I am ready to learn so that I can reach my dreams. I am proud to be an Overdale Mustang!" We train students to make good choices utilizing lesson plans and behavioral strategies supported by Positive Behavioral Interventions and Supports (PBIS). We challenge students to set academic i-Ready goals three times per year. From the i-Ready & Fastbridge scores and common formative assessments, we create differentiated learning groups that meet daily in reading and math clinics based on those scores and multiple other sources of data.

Our teachers continue to be trained in the latest "best practices" to help students to reach proficiency and increase academic growth. Teachers have had professional development in Guided Reading, Phonemic/Phonological Awareness, The Five Components of Literacy, Writing, Thinking Strategies, Trauma Informed Practices/ Trauma Responsiveness, Deeper Learning/Project-Based Learning, Effective Mathematical Practices & Strategies and the Workshop Model structure to improve student learning, as well as, teaching the "whole" child. These are some of the most recent areas of focused professional development for our teachers. Other interventions such as one to one and small group "conferring" are utilized by our teachers to meet individual needs. Students can participate in extracurricular activities, such as: Academic Team, Archery, Art Club, STLP, Drama Club and Chess,

### Notable Achievements and Areas of Improvement



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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.

Achievements: I-Ready data indicates 28.7%% of our students in grades 3 - 5 are scoring proficient in reading; 13.06% scored proficient in math.

The 2023 Kentucky Summative Assessment (KSA) data has not been released to date (formerly known as KPREP). Since 2019, KPREP data indicated Overdale has reduced the number of students scoring novice to 15.3% and increased proficient/distinguished by 26.1% in writing. Areas of improvement: We have increased the number of students scoring novice in reading according to KPREP 10.1 %, as well as increasing the number of students scoring novice in math 11.4%.

### Additional Information

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

Overdale is a neighborhood community school with parental support. We have a very active PTO who supports our students and staff by raising funds to provide instructional materials, technology, and to improve our school grounds. The PTO provided rubber mulch for our playground which is very efficient and attractive. In addition, they purchased the fencing that surrounds our playground to further ensure the safety of our students. They also maintain the beautification of it throughout the year. The PTO has contributed each year to upgrading current technology (Chromebooks and Interactive Televisions). In addition, we had over 350 volunteer hours donated to our school last year.

Overdale makes it a point to celebrate success, so once a month, we have a celebration where students are recognized for attendance, and efforts both academically and behaviorally. At this time, we also identify a student for "Mustang of the Month" in each class. This recognition is for good character and leadership. Each day on our morning broadcast, "Mustangs in the Morning," we recognize students who are respectful, responsible and safe. A token economy has been added to give students another opportunity to earn rewards for positive work and behavior.

Another area worthy of recognition is our Energy Team and Recycling Program. Our students are involved in recycling each day and we have been awarded the Energy Star Award. Overdale also provides educational assistance outside the school year. Through the efforts of our Family Resource Center Director, Overdale has offered a Summer Program over the past few years that provides educational activities that help with the summer slide. We are continuing our work with Trauma Responsiveness as part of a pilot of the AWARE Grant. Overdale has a calm corner where students can spend time learning to self-regulate when they are in need. One is located in the cafe as well for students who need a quieter environment during

lunch/breakfast. Many of our classrooms also have designated areas for this as well. Overdale has created sensory baskets that give students the opportunity to decompress and de-escalate so that they can be successful within the classroom.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_09252023\_17:34

2023-2024 Phase One: School Safety Report

**Overdale Elementary School**

**Tonya Holt**

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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)?

*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: School Assurances\_10122023\_10:28

2023-2024 Phase Two: School Assurances

**Overdale Elementary School**

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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 Two: The Needs Assessment for  
Schools\_10122023\_10:17

2023-2024 Phase Two: The Needs Assessment for Schools

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**Academic Data**

Elementary Reading (all students)	45% P/D	24% on or above grade level
Elementary Math (all students)	45% P/D	14% on or above grade level
Elementary Writing (all students)	44% P/D	n/a
Elementary Science (all students)	35% P/D	n/a
Elementary Social Studies (all students)	34% P/D	n/a
Students w/Disabilities Reading (elementary)	15% P/D	n/a
Students w/Disabilities Math (elementary)	N/A	n/a
Students w/Disabilities Writing (elementary)	N/A	n/a
Students w/Disabilities Social Studies (elementary)	N/A	n/a
Students w/Disabilities Science (elementary)	N/A	n/a

**KSA 2022-2023**

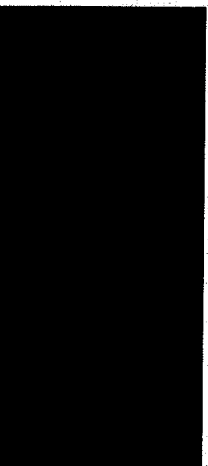
**IREADY, Fall 2023**

EL Elementary Reading  
EL Elementary Math

N/A  
N/A



Economically Disadvantaged Reading (elementary)	39% P/D	
Economically Disadvantaged Math (elementary)	37% P/D	
Economically Disadvantaged Writing (elementary)	38% P/D	
Economically Disadvantaged Social Studies (elementary)	20% P/D	
Economically Disadvantaged Science (elementary)	35% P/D	



Homeless Students Reading (elementary)		
Homeless Students Math (elementary)		
Homeless Students Math (middle)		
Homeless Students Writing (elementary)		
Homeless Students Science (elementary)		



**Non-Academic Data**

Behavior	196 Incidents
Student Attendance	5% = Classroom Events; 28%=Bus Events 93.22% = 93.22%

196 Incidents  
5% = Classroom Events;  
28%=Bus Events  
93.22% = 93.22%

**Fastbridge**

**Predictive data, Spring 2023**

**CASE data, Fall 2022**

**KSA 2021-2022**

49% met low risk

41.5% projected proficient

35.8% 1st-5th

46.00%

n/a

49.8% projected proficient

43.3% 1st-5th

42.00%

n/a

n/a

n/a

26.00%

n/a

n/a

n/a

25%

n/a

n/a

n/a

n/a

n/a

n/a

26.6% 1st-5th

n/a

n/a

n/a

34.04% 1st-5th

40.30%

n/a

n/a

n/a

n/a

n/a

n/a

n/a

n/a

n/a

n/a

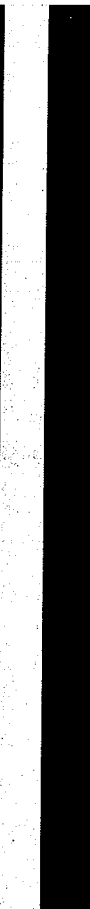
n/a

n/a



18.7% 1st-5th

n/a



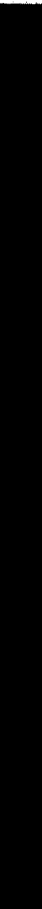
13.3% 1st-5th

n/a



32.9% 1st-5th

40.00%



41.5% 1st-5th

35.00%



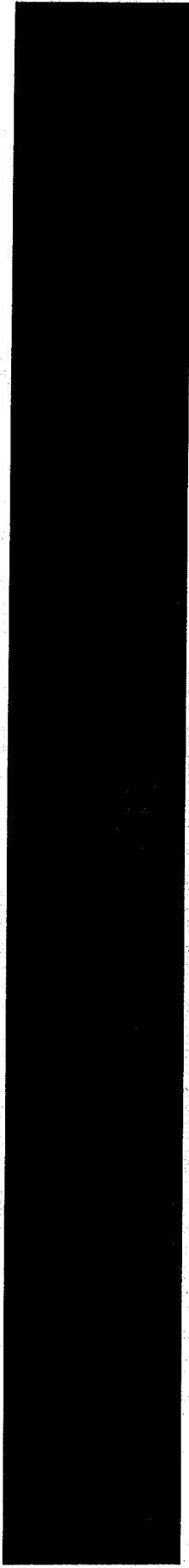
n/a

30.00%



n/a

23%



**CASE Data, Spring 2022**

**K-PREP 2020-2021**

**CASE Data, Spring 2021**

40.6% K-2 42.8% 3rd-5th  
42.7% K-2 40.3% 3rd-5th

n/a

40.20%  
24.10%  
43.80%

n/a

25%

K-2 63.9%, 3-5 45.4% P/D  
K-2 49.4%, 3-5 34.3% P/D

27.3% K-2 40% 3rd-5th  
33.3% K-2 21% 3rd-5th

n/a

25%  
10.70%

K-2 40%, 3-5 40.7% P/D  
K-2 38.4%, 3-5 26.6% P/D

n/a

0

n/a

n/a

**K-PREP 2020-2021**

**CASE Data Spring 2021**

30% K-2 0% 3rd-5th  
50% K-2 12.5% 3rd-5th

0%  
13%

**K-PREP 2020-2021**

**CASE Data Spring 2021**

35.4% K-2 35.2% 3rd-5th  
35.8% K-2 34.4% 3rd-5th

n/a

35.20%  
17.40%  
42.90%

n/a

No data

**K-PREP 2020-2021**

**CASE Data Spring 2021**

**2020-2021**

**2019-2020**

6% of student population had an office discipline referral for the 2020-21 school year

**Academic Data**  
Teacher Attendance

**KSA 2022-2023**  
90.27%

**IREADY, Fall 2023**

Fastbridge

Predictive data, Spring 2023

CASE data, Fall 2022

KSA 2021-2022

CASE Data, Spring 2022

K-PREP 2020-2021

CASE Data, Spring 2021



## **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.

Data is analyzed by staff members during Bullitt/Planning Days, faculty meetings, and weekly PLC's. Bullitt/Planning Days are spread throughout the school year (seven total), faculty meetings occur once a month (1 to 1.5 hours in length) and occasionally twice a month. PLCs meet weekly to complete the work. Meetings are documented through sign-in sheets, agendas, and minutes located on our school-wide communication HUB. Our SBDM Council has the opportunity to analyze data and work to revise policies that impact student learning. Evidence of the work of the council is evidenced in agendas and minutes approved monthly during regularly scheduled meetings. The Academic & Behavior Excellence Teams review data which helps create plans for next steps. This team is composed of team leads (one from each grade level), administration, counselor, instructional coach, school psychologist, related arts teacher representative, and the reading interventionist. The team meets monthly as evidenced by agendas and minutes from the meetings. Overdale's Instructional Leadership Team (Principal, Counselor, and Instructional Coach) meets weekly to oversee that results are communicated and monitor

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implementation through observation documentation. Agendas and minutes are evidence that this work has occurred. ELEOT data is reviewed and shared with all stakeholders to determine implementation and effectiveness of the learning environment.

#### 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 attachment

#### Trends

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

#### **Example of Trends**

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

see attachment

#### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year.



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• 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 attachment

#### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

see attachment

#### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

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

**ATTACHMENTS**

**Attachment Name**





Overdale ES 2023-2024 Key Core Work Processes

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.  
see attachment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Overdale CSIP Phase II s	Phase II with KSA data and priorities identified	•
 Overdale ES 2023-2024 Key Core Work Processes	Inadvertently left the Key Core Work Processes off of Phase II documentation	• 7

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b></p> <p>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"> <li>● Teachers have access to pacing guides for core content/KAS across grade levels (K-5)</li> <li>● ODW/ K- 5 prompts</li> <li>● Review MasteryConnect Data</li> <li>● Review I-Ready Data</li> <li>● IXL Data Review to determine next steps</li> <li>● Weekly PLCs - analyze data, develop assessments, etc.</li> <li>● Instructional coach supports teachers with revising/adjusting pacing guides and submitting resources</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<p>Reading--- Kindergarten through 3rd grade teachers have been trained in Wilson Fundations. This is a program that teaches phonological awareness/phonics. In addition, all teachers are teaching the 5 components of literacy (phonemic awareness, phonics, comprehension, fluency, vocabulary), guided reading groups will be part of literacy instruction at every grade level.</p> <p>Literacy Footprints is used to assist our guided reading group instruction. Special emphasis is given to progression of standards when the instructional coach is planning with grade level teams. We know that a deep understanding of the progression and rigor of standards is an area of improvement for us.</p> <p>Writing--Overdale is working to create school-wide consistency in best practice writing instruction. PLCs score</p>

	<p>writing pieces and live score with the principal and Instructional Coach. Title I funds secured a writing consultant to work with our staff members on writing &amp; writing strategies.. Teachers collaborate vertically to identify the progression of the standards across grade levels.</p> <p>Math-- teachers are using Eureka to teach math. They incorporate the CSA model and concentrate on essential standards. Manipulatives have been purchased for the teachers including What's My Place? What's My Value? for 4th and 5th grade classrooms. Teachers document the progression of the model in their weekly lesson plans. Special emphasis is given to progression of standards when the instructional coach is planning with grade level teams. We know that a deep understanding of the progression and rigor of standards is an area of improvement for us. Teachers participate in a book study with <i>Math Fact Fluency</i>.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b>            What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p><b>Reading, Math</b>—Monthly learning checks are scored in PLCs. Teachers have been trained in each component and how the Revised Kentucky Academic Standards address each component. Monthly learning checks are designed by teachers, approved by the Instructional Coach, and analyzed in PLCs. Mastery checklists are monitored and discussed at monthly PLCs.</p> <p><b>Writing</b>- Overdale assesses writing 3 times a year with on-demand writing per the district. These are used as benchmarks to monitor growth. In addition, third through fifth grade students participate in live-scoring events 3-4 times a year.</p>

<p><b>KCWP 4: Review, Analyze and Apply Data</b></p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>PLCs look at data from common assessments, benchmark assessments, I-Ready, Fastbridge, ODWs, as well as math screeners. PASS &amp; DRAs are used for additional data if a student needs additional support. This data is housed in a Google folder and is tracked year-to-year. In addition, we have a data wall that tracks student growth on benchmark assessments. Students also keep data binders to track their own learning/growth.</p> <p><b>Reading, Writing, Math---</b>Regular walkthroughs and lesson plan checks are monitoring systems that are being used by administration. Assessment data (learning checks, I-Ready, KSA, ODW) is analyzed within PLCs. PLC agendas name students who are not proficient. Next steps are listed and revisited in PLCs. In addition to Mastery Connect, each teacher has a spreadsheet with assessment data for reading and math. This assessment data is used to aid in triangulation of data for MTSS, SPED, and GT purposes.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>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>We celebrate student achievement, growth, and attendance in monthly recognition assemblies. We use Second Steps daily for character education and a token economy to reinforce school wide mission and vision. All classrooms use a universal clip chart to track behavior.</p> <p>We celebrate community through:</p> <ul style="list-style-type: none"> <li>● Hispanic Heritage Program</li> <li>● Fall Festival/Literacy Night</li> <li>● Back-to-School Bash</li> <li>● Grandparents Day</li> <li>● Veterans Program</li> <li>● Home visits</li> <li>● Beautification Day</li> <li>● Multi-cultural book studies with intermediate grades</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>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>We celebrate student achievement, growth, and attendance in monthly recognition assemblies. We use Second Steps daily for character education and a token economy to reinforce school wide mission and vision. All classrooms use a universal clip chart to track behavior.</p> <p>We celebrate community through:</p> <ul style="list-style-type: none"> <li>● Hispanic Heritage Program</li> <li>● Fall Festival/Literacy Night</li> <li>● Back-to-School Bash</li> <li>● Grandparents Day</li> <li>● Veterans Program</li> <li>● Home visits</li> <li>● Beautification Day</li> <li>● Multi-cultural book studies with intermediate grades</li> </ul>





2023-2024 Phase Three: Comprehensive School Improvement  
Plan\_12012023\_09:55

2023-2024 Phase Three: Comprehensive School Improvement Plan

**Overdale Elementary School**  
**Tonya Holt**  
651 Overdale Drive  
Louisville, Kentucky, 40229  
United States of America



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## 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.**

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.

Increase the number of students scoring proficient/distinguished in reading & math; in particular GAP students identified with a disability & economically disadvantaged. Continue the essential standards work & rigorous assessments, analyzing student work to determine next steps. Continue to provide interventions through co-teach & push-in to support students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Overdale CSIP Phase III</u>	Phase III - Link to Google Document <a href="https://docs.google.com/document/d/1I_WGyNeDmMynkr2DWzCemJ6-wgnzhn3hNmjxh9vTRyQ/edit?usp=sharing">https://docs.google.com/document/d/1I_WGyNeDmMynkr2DWzCemJ6-wgnzhn3hNmjxh9vTRyQ/edit?usp=sharing</a>	

Updated June 2023

**Comprehensive School Improvement Plan (CSIP)**

**Rationale**

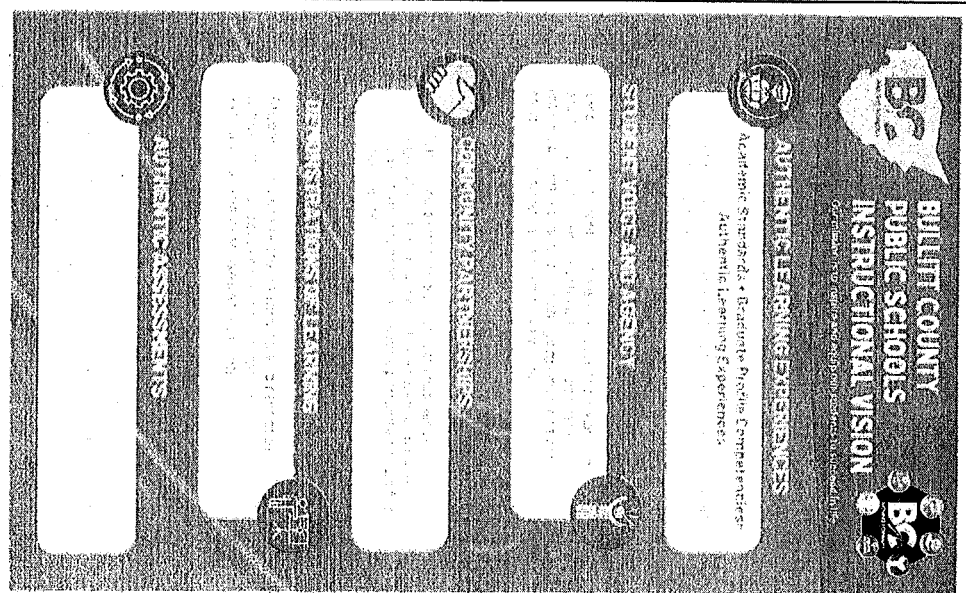
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement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

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





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

**The required goals for high schools include the following:**

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



Updated June 2023

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	64.2		1.0	
State Assessment Results in science, social studies and writing	65.9		4.8	
English Learner Progress	suppressed	suppressed	suppressed	suppressed
Quality of School Climate and Safety	76.4	Yellow	-0.4	Yellow
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprentice, etc.)</i></p>	<p><b>Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from Phase II School Key Elements Table)</b>                      List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.</p>			
<p><b>1. Reading across all grade levels</b></p> <p><b>2. Math across all grade levels</b></p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p><b>KCWP 4: Review, Analyze and Apply Data</b></p> <p><b>KCWP 6: Establishing Learning Culture and Environment</b></p>			

Updated June 2023

Subject	2023	2024	2026	New 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)
	Current	Objective	Stretch Goal				
School Report Card -> Academic Performance -> Assessment Results -> Progress Towards State Goals							
Reading	45%	57.7%	62.1%	2 Design and Deliver Instr... 1 Oversee and Deploy Stan... 6 Establish Learning Envir...	Essential Standards work Wilson Fundations BLIP ESS Certified Interventionist Title 1 Literacy/Math Interventionist	FastBridge Noticings: Action: Date:  Iready Noticings: Action: Date:	Title 1 (Federal) \$9,572.83 Staffing Reading Interventionist Title 1 (Federal) \$2,200.00 Wilson Fundations ESS Funds (State) \$7,566.56 ESS Certified Interventionist After School Club Title 1 (Federal) \$3,000.00 Writing Consultant Title 1 (Federal) \$3,598.00 Periodicals Title 1 (Federal) \$59,457.44 Classroom teacher salary Title 1 (Federal) Title 1 (Federal)
Math	45%	46.7%	52.3%				
Achievement Gap Reading - Student...	17%	39.8%	46.1%				
Science	35%	32%	39.7%				
Social Studies	34%	35.6%	42.4%		Tammy Stephens—Writing consultant Science/Social Studies Weekly	Common Assessment Noticings: Action: Date:  ODW Data (Live Scoring, etc.) Noticings: Action: Date:	
Writing	40%	34.3%	41.2%				
English Learner Progress (ACCESS scores)	8.3%	14%	20%			EIS Noticings: Action: Date:  EIS Noticings: Action: Date:	Title 1 (Federal)



Updated June 2023

Quality of School Climate and Safety	76.4	78.0	80.0		Monthly celebrations Cultural celebrations	<p><b>Student Voice (Surveys, etc)</b></p> <ul style="list-style-type: none"> <li>Noticings:</li> <li>Action:</li> <li>Date:</li> </ul> <p><b>Behavior Data</b></p> <ul style="list-style-type: none"> <li>Noticings:</li> <li>Action:</li> <li>Date:</li> </ul>	
<p><b>Title 1 Schoolwide Evidence (documentation of Title 1 events, surveys, etc. with dates, etc.)</b></p> <ul style="list-style-type: none"> <li>• Title 1 Literacy Night 2024</li> <li>• Title 1 Parent-Teacher Conferences (March 2024, October 2024)</li> <li>• Title 1 Mental Health/Math Night (Spring 2024)</li> <li>• Title 1 Certified Reading Interventionist 2024</li> </ul>							