



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_09182023\_07:26

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Zoneton Middle School**  
**Lesley Chadwell**  
797 Old Preston Hwy N  
Shepherdsville, Kentucky, 40165  
United States of America

---

## Table of Contents

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

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

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Lesley Chadwell



2023-2024 Phase One: Executive Summary for  
Schools\_09182023\_07:31

2023-2024 Phase One: Executive Summary for Schools

**Zoneton Middle School**  
**Lesley Chadwell**  
797 Old Preston Hwy N  
Shepherdsville, Kentucky, 40165  
United States of America

---

## Table of Contents

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

## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in northern Bullitt County, Zoneton Middle School sits atop a hill overlooking the community which it serves- Hillview, Kentucky. The enrollment has steadily decreased since from 448 students in 2018 to 350 students in August 2022 and remained steady. Zoneton is a transient school with just over 60% of the school's population qualifying as economically disadvantaged; as such, Zoneton qualifies as a Title 1 school. Zoneton meets the requirements to offer all students free breakfast and lunch through Community Eligibility Provisions (CEP.) The teaching staff is composed of twelve core content teachers, six special education teachers, and three Unified Arts teachers. There is a consistent turnover of staff, six new teachers were hired for the 2022-2023 school year and seven new teachers were hired for the 2023-2024 school year. The administration team consists of a second year principal, a first year assistant principal, a counselor with four years of experience, and a new instructional coach.

### School Stakeholders

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

Stakeholder groups at Zoneton include our students, staff, parents, businesses, and community members. The involvement of and engagement in the improvement planning process occur through our School Leadership Team, our Instructional Leadership Team, SBDM council, parent nights, and Parent Teacher Student Association. In addition, surveys and focus groups are used to also identify priority areas for improvement.

### School's Purpose

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

The Vision at Zoneton is Character Community Academics. Zoneton is a Positive Behavior Interventions and Supports (PBIS) school using the motto "Be Part of the PACK" to characterize the following positive behaviors, Pride, Accountability, Courage, and Kindness. The new mission at Zoneton is as follows: to empower

students who embrace diversity, value learning, and positively impact the community. Zoneton incorporates this mission and values into daily life at Zoneton through announcements and PBIS points.

### 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.

Overall, our goals are to continue increasing proficiency and decreasing novice in all academic areas for all students, and specifically for students with disabilities. Zoneton teachers will participate in graduate profile cohorts and Engagement Professional Learning to increase active engagement in the classroom. Teachers meet on content PLC teams to create pre and post assessments to assess mastery of learning. Assessment results guide conversations around instruction, intervention and enrichment.

### Additional Information

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

Zoneton continues to seek out community members and volunteers to enhance partnerships with the community through extracurricular activities, sports, and clubs. We strive to include all stakeholders to enhance the learning experiences for all students.



---

# Attachment Summary

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



2023-2024 Phase One: School Safety Report\_10102023\_17:14

2023-2024 Phase One: School Safety Report

**Zoneton Middle School**  
**Lesley Chadwell**  
797 Old Preston Hwy N  
Shepherdsville, Kentucky, 40165  
United States of America

## Table of Contents

2023-2024 Phase One: School Safety Report	3
---	---

---

## 2023-2024 Phase One: School Safety Report

### School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes



# Attachment Summary

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





2023-2024 Phase Two: The Needs Assessment for  
Schools\_10122023\_10:17

2023-2024 Phase Two: The Needs Assessment for Schools

**Zoneton Middle School**  
**Lesley Chadwell**  
797 Old Preston Hwy N  
Shepherdsville, Kentucky, 40165  
United States of America

---

## Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	7

---

## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

See attached

#### **Review of Previous Plan**

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

See attached

#### **Trends**

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

### Example of Trends

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

See attached

### Current State

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

### Example of Current Academic State:

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

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

see attached

### Strengths/Leverages

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

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

See attached

### Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture


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

a. Complete the Key Elements Template.

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

#### ATTACHMENTS

#### **Attachment Name**

 2024 KCWP

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)
 <u>2023-2024 Needs Assessment</u>		.
 <u>2024 KCWP</u>		.7

Current State Academic Data	KSA Data, Spring 2023	ELS Data, Fall 2023	CASE Data, Fall 2022	KSA 2021-2022
Middle School Reading (all students)	30% of all students scored P/D in Reading	22% of all students scored P/D in Reading	32.9% of all students scored P/D in Reading	37% of all students scored P/D in Reading
Middle School Math (all students)	20% of all students scored P/D in Math	5% of all students scored P/D in Reading	25.9% of all students scored P/D in Math	29% of all students scored P/D in Math
Middle School Writing (all students)	34% of all students scored P/D in Writing	N/A	N/A	39% of all students scored P/D in Writing
Middle School Science (all students)	15% of all students scored P/D in Science	N/A	N/A	16% of all students scored P/D in Science
Middle School Social Studies (all students)	22% of all students scored P/D in Social Studies	N/A	N/A	21% of all students scored P/D in Social Studies
Students w/Disabilities-Reading (middle)	13% P/D in Reading	3% of all students scored P/D in Reading	24% of students scored P/D in Reading	19% of students scored P/D in Reading
Students w/Disabilities Math (middle)	16% P/D in Math	0% of all students scored P/D in Math	16% of students scored P/D in Math	17% of students scored P/D
Students w/Disabilities Writing (middle)		N/A	N/A	6% of students scored P/D
Students w/Disabilities Science (middle)		N/A	N/A	7% of students scored P/D
Students w/Disabilities Social Studies (middle)		N/A	N/A	12% of students scored P/D
			CASE Data, Fall 2022	KSA 2021-2022
			0% of students scored P/D in Reading	0% of students scored P/D in Reading
			0% of students scored P/D in Math	0% of students scored P/D in Math
			CASE Data, Fall 2022	KSA 2021-2022
			28.9% of students scored P/D in Reading	32% of students scored P/D
			22.7% of students scored P/D in Math	24% of students scored P/D
			N/A	35% of students scored P/D
			N/A	10% of students scored P/D
			N/A	16% of students scored P/D
			CASE Data, Fall 2022	KSA 2021-2022
			28.5% of students scored P/D in Reading	44% of students scored P/D in Reading
			14.2% of students scored P/D in Math	33% of students scored P/D in Math
			N/A	50% of students scored P/D in Writing
			N/A	0% of students scored P/D in Science
			N/A	0% of students scored P/D in SS
			CASE Data, Fall 2022	KSA 2021-2022
			66.6% of students scored P/D in Reading	100% of students scored P/D in Reading
			48% of students scored P/D in Math	89% of students scored P/D in Math



Current State Academic Data	KSA Data, Spring 2023	ELS Data, Fall 2023	CASE Data, Fall 2022	KSA 2021-2022 2021-2022
Non-Academic Data				
Behavior	419 Total Major Incidents for the Year			363 Total Major Incidents for the year
Student Attendance	ZMS 92.11%			ZMS 94.35%
	90%			93.62%
Quality of Climate Student Survey	Red			Yellow

**Priorities and Concerns Academic Data**

**KSA Data, Spring 2023**

**EL'S Data, Fall 2023**

**CASE Data, Fall 2022**

**KSA 2021-2022**

Priority/Concern	KSA Data, Spring 2023	EL'S Data, Fall 2023	CASE Data, Fall 2022	KSA 2021-2022
Middle School Reading (all students)	36% Novice 34% Apprentice	41% Novice 37% Apprentice	42.8% N 25.1% A	36% N 27% A
Middle School Math (all students)	44% Novice 38% Apprentice	64% Novice 30% Apprentice	43% N 31.2% A	35% N 35% A
Middle School Writing (all students)	26% Novice 40% Apprentice	N/A	N/A	23% N 38% A
Middle School Science (all students)	32% Novice 54% Apprentice	N/A	N/A	36% N 48% A
Middle School Social Studies (all students)	57% Novice 21% Apprentice	N/A	N/A	50% N 29% A
Students w/Disabilities Reading (middle)	50% Novice 36% Apprentice			60% N 21% A
Students w/Disabilities Math (middle)	45% Novice 39% Apprentice			51% N 32% A
Students w/Disabilities Writing (middle)				61% N 33% A
Students w/Disabilities Science (middle)				64% N 29% A
Students w/Disabilities Social Studies (middle)				67% N 22% A

**CASE Data, Fall 2022**

**KSA 2021-2022**

Priority/Concern	CASE Data, Fall 2022	KSA 2021-2022
Students w/Disabilities Reading (middle)	62% N 14% A	60% N 21% A
Students w/Disabilities Math (middle)	50% N 34% A	51% N 32% A
Students w/Disabilities Writing (middle)	N/A	61% N 33% A
Students w/Disabilities Science (middle)	N/A	64% N 29% A
Students w/Disabilities Social Studies (middle)	N/A	67% N 22% A

**CASE Data, Fall 2022**

**KSA 2021-2022**

Priority/Concern	CASE Data, Fall 2022	KSA 2021-2022
Economically Disadvantaged Reading (middle)	49.2% N 21.8% A	43% N 25% A
Economically Disadvantaged Math (middle)	44.6% N 32.6% A	51% N 36% A
Economically Disadvantaged Writing (middle)	N/A	27% N 38% A
Economically Disadvantaged Science (middle)	N/A	37% N 53% A
Economically Disadvantaged Social Studies (middle)	N/A	55% N 29% A

**CASE Data, Fall 2022**

**KSA 2021-2022**

Priority/Concern	CASE Data, Fall 2022	KSA 2021-2022
Homeless Students Reading (middle)	57.1% N 14.2% A	100% N
Homeless Students Math (middle)	71.4% N 14.2% A	33% N 33% A
Homeless Students Writing (middle)	N/A	100% N
Homeless Students Science (middle)	N/A	100% N
Homeless Students Social Studies (middle)	N/A	33% N 67% A

**CASE Data, Fall 2022**

**KSA 2021-2022**

Priority/Concern	CASE Data, Fall 2022	KSA 2021-2022
Homeless Students Reading (middle)	13.7% N 19.6% A	0% N 0% A
Homeless Students Math (middle)	23.4% N 25.5% A	0% N 11% A

**CASE Data, Fall 2022**

**KSA 2021-2022**

Priority/Concern	2021-2022
Behavior	655 Total Major Incidents for the year ZMS 92.11% 90.00%
Student Absence	363 Total Major Incidents for the year ZMS 94.95% 93.62%

Strengths/Averages Academic Data	2022-2023	2021-2022	2020-2021	2019-2020
Middle Level	Students scoring P/D in Social Studies increased from 2021-2022 to 2022-2023.	Students scoring P/D in writing increased from 16.8% to 39%.	Writing P/D increased and novice decreased	None noted
Students w/Disabilities	Students with Disabilities show slight increase of 1.9 from 2021-2022 KSA to 2022-2023 KSA. Number of students with disabilities scoring novice is reading decreased by 10% from 2021-2022 to 2022-2023.	Students with Disabilities show slight increase in percentage of students scoring P/D in reading from 2021-2022 KSA to Fall 2022 CASE	None noted	Small increases in P/D from KPREP 18-19 to Fall CASE 2020 for students with disabilities in reading and math
Non-Academic Data	2022-2023	2021-2022	2020-2021	2019-2020
Behavior	Major discipline events increased. School wide SEL lessons implemented with a focus on mentoring program. Positive Behavior Interventions and Supports (PBIS) tiered system to improve MTSS.	Major discipline events decreased. School wide SEL lessons implemented with a focus on mentoring program.	Due to the pandemic, behavior data was very minimal	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.
Student Attendance	ZMS is collaborating with DPP to improve student attendance through a multi tier system that began last year.	Starting with 2022-2023 ZMS is collaborating with DPP to improve student attendance through a multi tier system.		Our teacher attendance dropped this school year, on average, to lower than our average student attendance.
	Our teacher attendance dropped this school year, on average, to lower than our average student attendance.	Our teacher attendance dropped this school year, on average, to lower than our average student attendance.		Our teacher attendance dropped this school year, on average, to lower than our average student attendance.

Trends Academic Data		2022-2023	2021-2022	Anecdotal Notes 2018-2019	K-PREP 2018-2019
Middle School Reading (all students)	30% of all students scored P/D in Reading The amount of students scoring Proficient or Distinguished in Reading decreased 7%	37% of all students scored P/D in Reading	Reading Trend data from 2018 shows the percent scoring P/D decreased from 52.1% to 37% and novice increased from 24.6% to 25.1%.	52.3% P/D	
Middle School Math (all students)	20% of all students scored P/D in Math The amount of students scoring Proficient or Distinguished in Math decreased 9%	29% of all students scored P/D in Math	Math Trend data from 2018 shows the percent scoring P/D decreased from 36.7% to 29% and novice increased from 14.2% to 43%.	36.7% P/D	
Middle School Writing (all students)	34% of all students scored P/D in Writing The amount of students scoring Proficient or Distinguished decreased 5%	39% of all students scored P/D in Writing	Science Trend data from 2018 shows a decrease in the percentage of students scoring P/D dropping from 45.6% to 16%.	N/A	
Middle School Science (all students)	The amount of students scoring Proficient or Distinguished decreased slightly, by 1%.	16% of all students scored P/D in Science	Social Studies Trend data from 2018 shows an decrease in the percentage of students scoring P/D from 45.6% to 21% and an increase in the percentage of students scoring novice from 16% to 50%.	45.6% P/D	
Middle School Social Studies (all students)	22% of all students scored P/D in Social Studies The amount of students scoring Proficient or Distinguished increase slightly by 1%.	21% of all students scored P/D in Social Studies	Anecdotal Notes 2018-2019 Trend data from 2018-2019 shows a decrease in the percentage of students scoring P/D from 29.6% to 19%.	K-PREP 2018-2019 29.6% P/D	
Students w/Disabilities Reading (middle)	Novice decreased from 60% to 50% Apprentice increased from 21% to 36% Novice decreased from 51% to 45% Apprentice increased from 32% to 39%	19% of students scored P/D in Reading 17% of students scored P/D	Trend data from 2018-2019 shows a decrease in the percentage of students scoring P/D from 22.2% to 21%	22.2% P/D	
Students w/Disabilities Math (middle)					
Students w/Disabilities Social Studies		21% of all students scored P/D in Social Studies		K-PREP 2018-2019	
Economically Disadvantaged Reading (middle)	Decreased 5%	32% of students scored P/D		K-PREP 2018-2019 47% P/D	
Economically Disadvantaged Math (middle)	Decreased 9%	24% of students scored P/D		46.9% P/D	
Economically Disadvantaged Science (middle)	Decreased 3%	35% of students scored P/D			
Economically Disadvantaged Social Studies (middle)	Increased 1%	10% of students scored P/D			
Homeless Students Reading (middle)	19% of students scored P/D increased 3%	16% of students scored P/D		K-PREP 2018-2019	
Homeless Students Math (middle)		44% of students scored P/D in Reading			
Homeless Students Writing (middle)		33% of students scored P/D in Math			
Homeless Students Science (middle)		50% of students scored P/D in Writing		K-PREP 2018-2019	
Homeless Students Social Studies (middle)		0% of students scored P/D in Science 0% of students scored P/D in SS			
Non-Academic Data					
Behavior	9 Total Major Incidents for the year- Increased significant	363 Total Major Incidents for the year			2018-2019
Student Attendance	92.11% Attendance is decreasing	ZMS 94.35%			
	90%	93.62%			

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of school leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The needs assessment process at Zoneton is a well-structured effort that involves various stakeholder groups. The School Instructional Leadership Team (ILT), led by the principal and including assistant principal, counselor, and instructional coach initiates data collection, covering academic performance, attendance, behavior, and survey results. Concurrently, surveys are distributed to parents, students, and staff for their input. The ILT analyzes the data. Meetings with stakeholders are held to gather their insights. Common themes are identified and initial priorities are set, which are further refined throughout the year using the PSDA process. The school community is presented with these priorities for feedback during SBDM. The finalized priorities and detailed action plans are documented. Implementation planning, resource allocation, and identifying responsible parties. This process ensures a transparent and data-driven approach to determining our school's priorities.

The previous year's Comprehensive School Improvement Plan (CSIP) witnessed some successes, such as improved student engagement and reduced absenteeism. However, it's important to note that some areas experienced a decline in scores. These successes and challenges from the previous year's CSIP implementation serve as valuable lessons that inform this year's plan. The plan will build upon successful strategies, such as workshop model planning guide, while addressing the issues that led to score declines in reading and math proficiency. The data from the previous year will be a critical guide in setting more targeted and data-informed goals and strategies to enhance overall school performance.

**KCWP 2. Design and Deliver Instruction** Improving instruction under KCWP 2 is an ongoing process that requires commitment and a focus on professional growth for educators. By aligning curriculum, differentiating instruction, using data, and engaging in professional development, we can ensure that they are providing high-quality instruction that meets the needs of all students and drives academic success.

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b></p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> <li>-ILT meetings with department review on a rotational basis</li> <li>-PLCs (standards, assessment, data)</li> <li>-Pacing guides for middle in google curriculum drive</li> <li>-ODW</li> <li>-Feedback process in place</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<ul style="list-style-type: none"> <li>-Eleot data walkthrough</li> <li>-Phenomenal Teaching Professional Learning</li> <li>-PLC focus on active engagement</li> <li>-Instructional Coach new teacher support</li> <li>-Guided Planning with instructional coach biweekly</li> <li>-Weekly SpEd meetings with special education coach</li> <li>-Digital Learning Coach Professional Learning</li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b></p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> <li>-Pathways to Proficiency (3 times a year)</li> <li>-ELS- question bank</li> <li>-PLC Question #2</li> <li>-ODW District Assessment</li> <li>-IXL diagnostic (3 times a year)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-ODW Trimester Data Review</li> <li>-PLC Check-Ins</li> <li>-ILT weekly meeting</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Needs assessment related to CSIP for federal funding</li> <li>-PBIS is in all schools-tiered fidelity report</li> <li>-PBIS meetings quarterly</li> <li>-Classified and Certified Superintendent Advisory Team</li> <li>-Drug Prevention</li> <li>-Work Ethic</li> </ul>

**KCWP 6: Establishing Learning Culture and Environment**

What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?

- Vision/Mission and Core Values at the school level
- EL Parent Night
- Transition Fair
- Graduate Profile competencies
- Scottish Rites Ceremony
- VIP Program
- Community based instruction



2023-2024 Phase Two: School Assurances\_10122023\_10:08

2023-2024 Phase Two: School Assurances

**Zoneton Middle School**  
**Lesley Chadwell**  
797 Old Preston Hwy N  
Shepherdsville, Kentucky, 40165  
United States of America



---

## Table of Contents

2023-24 Phase Two: School Assurances	3
--------------------------------------	---

---

## 2023-24 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

#### **COMMENTS**

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

Yes

No

N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

---

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

Yes

No

N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

**Title I Schoolwide Programs**

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

**COMMENTS**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

**COMMENTS**

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

---

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

**COMMENTS**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

**COMMENTS**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

**COMMENTS**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

**COMMENTS**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS****Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.



Yes

No

N/A

**COMMENTS**

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

**COMMENTS**

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

**COMMENTS**

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

**COMMENTS**

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

**COMMENTS**

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

---

# Attachment Summary

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



**2023-2024 Phase Three: Comprehensive School Improvement  
Plan\_11202023\_12:27**

**2023-2024 Phase Three: Comprehensive School Improvement Plan**

**Zoneton Middle School  
Lesley Chadwell  
797 Old Preston Hwy N  
Shepherdsville, Kentucky, 40165  
United States of America**

---

## Table of Contents

<u>2023-24 Phase Three: Comprehensive School Improvement Plan</u>	<u>3</u>
<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**



 2023-2024 ZMS Comprehension 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.

Our school improvement plan is centered on elevating student reading abilities through a collaborative approach to co-teaching. Recognizing the significance of literacy skills in overall academic success, our primary goal is to enhance reading proficiency across diverse student groups. To achieve this, we will implement a school-wide reading program. Concurrently, our plan emphasizes the refinement of co-teaching practices through regular collaborative planning sessions, professional development workshops, and peer observation opportunities. Ongoing assessment, professional learning on thinking strategies, and community engagement will be integral components, ensuring a dynamic and adaptive strategy for sustained success in fostering a culture of literacy excellence.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2023 ZMS Comprehension School Improvement Plan</u>		
 <u>2023-2024 ZMS Comprehension School Improvement Plan</u>		

## 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



**BILLITT COUNTY  
PUBLIC SCHOOLS**

**INSTRUCTIONAL VISION**

Our path to a bright future for every student starts here.



**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	37.3	Orange	-6.9	Orange
State Assessment Results in science, social studies and writing	42.3	Orange	-1.7	Yellow
Quality of School Climate and Safety	54.1	Red	-6.0	Orange

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

**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><b>1. Increase number of students scoring P/D in reading</b></p> <p><b>2. Increase number of students scoring P/D in math</b></p>	<p><u>Key Elements Table</u></p>			
<p><b>Subject</b></p> <p>2023 Current</p> <p>2024 Objective</p> <p>2026 Stretch Goal</p> <p><i>School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals</i></p>	<p>Key Core Work Process 1-6</p> <p><i>(drop down menu... maximum of 3 KGWPS)</i></p>	<p>Plan/Do</p> <p><i>(for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices Table below)</i></p>	<p>Study &amp; Act</p> <p><i>(select a data source, write noticings, and next steps; Document date of review)</i></p>	<p>Funding</p> <p><i>(Select fund and then enter amount)</i></p>

Reading	30	58.8	63.1	<p><b>2 Design and Deliver Instr...</b></p> <p><b>3 Design and Deliver Asse...</b></p> <p><b>4 Review, Analyze, Apply ...</b></p>	<p><b>activities to improve</b></p> <ol style="list-style-type: none"> <li>Guided Planning with Instructional Coach</li> <li>Phenomenal Teaching Book Study- thinking strategies</li> <li>KAGAN PL</li> <li>Faculty Meetings Active Engagement Strategies</li> </ol> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>ELS</li> <li>Classroom Observation Form</li> </ul> <p><b>activities to improve</b></p> <ol style="list-style-type: none"> <li>School wide writing plan</li> <li>School wide writing enrichment class</li> </ol> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Classroom Observation Form</li> <li>ODW</li> </ul>	<p><b>ELS -</b></p> <p><b>Noticings: Data</b></p> <p>Students scoring P/D in reading was 23%. Students scoring p/d in math was 6%.  <b>Action:</b> Increase Active Engagement  Date: 11-9-23</p> <p><b>Elect Data -</b></p> <p><b>Noticings:</b> 2.02 Active Learning  <b>Action:</b> Small Shifts PL in Faculty Meeting  Date: October 2023</p>	<p><b>ESS Funds (State) -</b></p> <p><b>\$10,000 Reading and Math interventions</b></p> <p><b>Title 1 (Federal) -</b></p> <p><b>\$50,000 staffing</b></p> <p><b>Title 1 (Federal) -</b></p> <p><b>\$10,000 KAGAN PL</b></p> <p><b>Title 1 (Federal) -</b></p>
Math	20	45.3	51.1				
Achievement Gap	14	39.2	45.6				
Reading - Student...							
Science	15	27.3	34.9				
Social Studies	22	55	58				
Writing	37	28.1	35.7				

English Learner Progress	Suppressed Data	54.1	60.0	75		<p><b>activities to improve</b></p> <ol style="list-style-type: none"> <li>1. Collaboration with EL coordinator for PL</li> <li>2. Reading Intervention classes</li> </ol> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>• Monitor EL progress data</li> </ul>	<p><b>ACCESS Data (EL)</b></p> <p>Noticings: Low scores in reading and speaking</p> <p>Action: increase reading fluency and comprehension for EL students</p> <p>Date: January</p>	
Quality of School Climate and Safety	54.1	60.0	75		<p><b>activities to improve</b></p> <ol style="list-style-type: none"> <li>1. 6th grade transition to middle school</li> <li>2. Vocabulary defined lessons</li> <li>3. Student Advisory Team</li> </ol> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>• Student survey</li> <li>• advisory team discussions</li> </ul>	<p><b>Student Voice (Surveys, etc)</b></p> <p>Noticings: <u>Data</u></p> <p>Action: respect differences &amp; bullying Education for staff and students</p> <p>Date: May 2023</p>		

THE UNIVERSITY OF TEXAS AT AUSTIN  
 THE UNIVERSITY OF TEXAS AT AUSTIN  
 THE UNIVERSITY OF TEXAS AT AUSTIN

# Proficiency Measure Protocol

## Reading

2) How will we know when they have learned?					
Scoring Category	PL 4 Distinguished	PL 3 Proficient	PL 2 Apprentice	PL 1 Novice	KSA P/D
Number of Students	9	61	116	129	
Percentage	3%	20%	37%	41%	30%
Number of Students (Spec. Ed, ECD, EL)					
Percentage of Students (Spec. Ed, ECD, EL)					
<input type="checkbox"/> What is the percentage of students scoring at or above the benchmark (80%) on this assessment?					

Celebrations:

Growth Areas:

# Math

2) How will we know when they have learned?					
Scoring Category	PL 4 Distinguished	PL 3 Proficient	PL 2 Apprentice	PL 1 Novice	KSA P/D
Number of Students	2	17	97	203	
Percentage	1%	5%	30%	64%	19%
Number of Students (Spec. Ed./ ECD/ EL)					
Percentage of Students (Spec. Ed./ ECD/ EL)					
<input type="checkbox"/> What is the percentage of students scoring at or above the benchmark (80%) on this assessment?					

Celebrations:

Growth Areas:

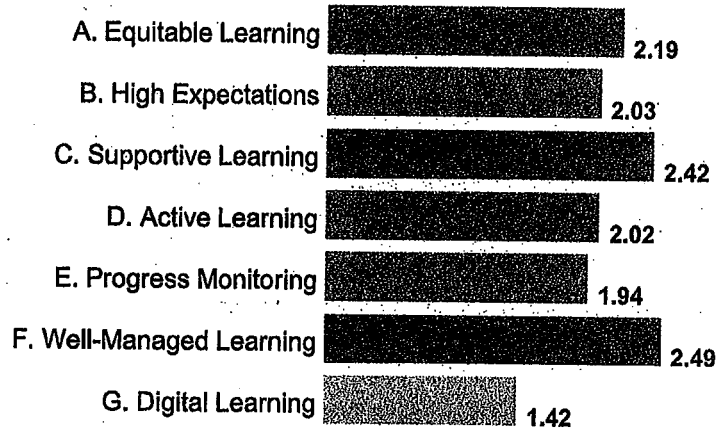


**Zoneton Middle School**  
**october**

**Report Filters**

Grade:  
Subject:  
Segment:  
Instructor:  
Observer:  
From Date: N/A  
To Date: N/A  
Eleot® versions: 2.0, 1.0  
Observation Type: eleot®

220 Completed Observation(s), Average Score: 2.09  
Reporting on 1 Institution(s)



<b>A. Equitable Learning</b>	<b>2.19</b>
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.50
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	2.81
3. Learners are treated in a fair, clear and consistent manner	2.92
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.50
<b>B. High Expectations</b>	<b>2.03</b>
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.13
2. Learners engage in activities and learning that are challenging but attainable	2.19
3. Learners demonstrate and/or are able to describe high quality work	1.80
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.08
5. Learners take responsibility for and are self-directed in their learning	1.94
<b>C. Supportive Learning</b>	<b>2.42</b>
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.39

2. Learners take risks in learning (without fear of negative feedback)	2.10
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.56
4. Learners demonstrate a congenial and supportive relationship with their teacher	2.63
<b>D. Active Learning</b>	<b>2.02</b>
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.05
2. Learners make connections from content to real-life experiences	1.74
3. Learners are actively engaged in the learning activities	2.33
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.98
<b>E. Progress Monitoring</b>	<b>1.94</b>
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.74
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.08
3. Learners demonstrate and/or verbalize understanding of the lesson/content	2.23
4. Learners understand and/or are able to explain how their work is assessed	1.70
<b>F. Well-Managed Learning</b>	<b>2.49</b>
1. Learners speak and interact respectfully with teacher(s) and each other	2.73
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	2.64
3. Learners transition smoothly and efficiently from one activity to another	2.25
4. Learners use class time purposefully with minimal wasted time or disruptions	2.33
<b>G. Digital Learning</b>	<b>1.42</b>
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.63
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.44
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.19



Information about changes to the data being reported is available in the [SRC 2023 Data Update Report](#).

Kentucky > Bullitt County > Zoneton Middle School

## Zoneton Middle School

PRINCIPAL

Lesley Chadwell

### Overview

### Academic Performance

### Educational Opportunity

### School Safety

### School Accountability

What is the overall school performance based on state accountability?

State Assessment Results for Reading and Mathematics

State Assessment Results for Science, Social Studies, and Combined Writing

Quality of School Climate and Safety Survey

Progress on English Language Proficiency

Assessment Participation

### Financial Transparency

## Quality of School Climate and Safety Survey

Data is displayed to the extent available for public reporting and is reflective of the student population. To protect the privacy of an individual student's identity or performance, the data tables include an asterisk (\*) to indicate insufficient data. If no data is displayed, the data is unavailable for the year or population.

Indicator Rating

Middle School

Index Scores

### Middle School

Download

OVERVIEW TABLE

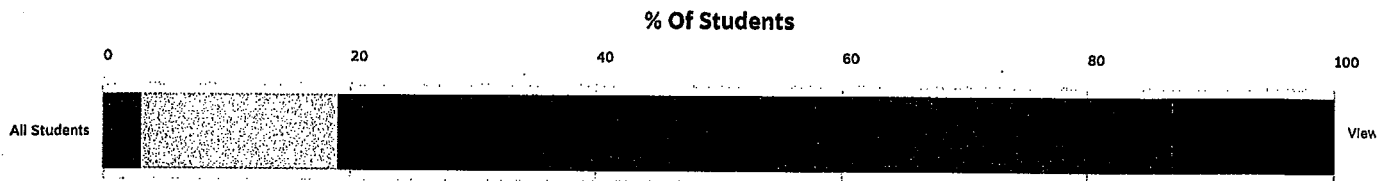
COMPARE STUDENT GROUPS

All Students

QUESTION TYPE

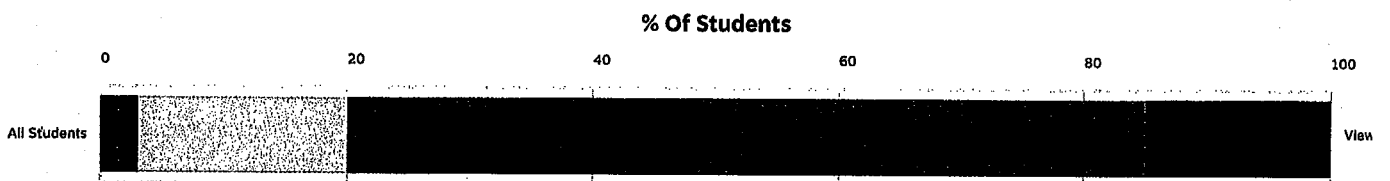
**My school is a caring place.**

Strongly Disagree    Disagree    Agree    Strongly Agree



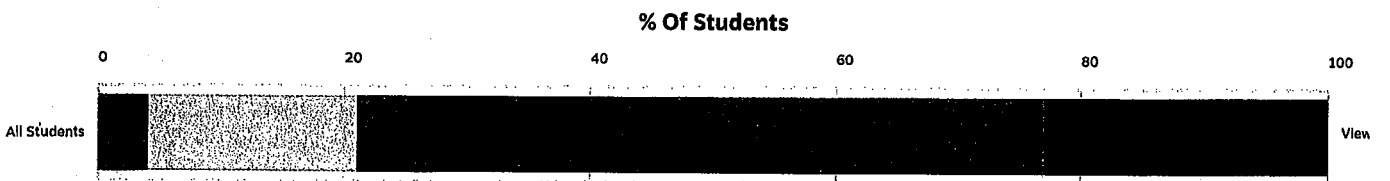
**I feel like I am part of my school.**

Strongly Disagree    Disagree    Agree    Strongly Agree



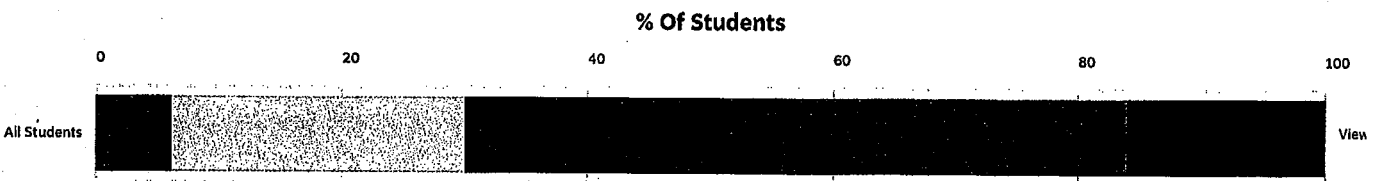
**My teachers make me feel welcome in their class.**

Strongly Disagree    Disagree    Agree    Strongly Agree



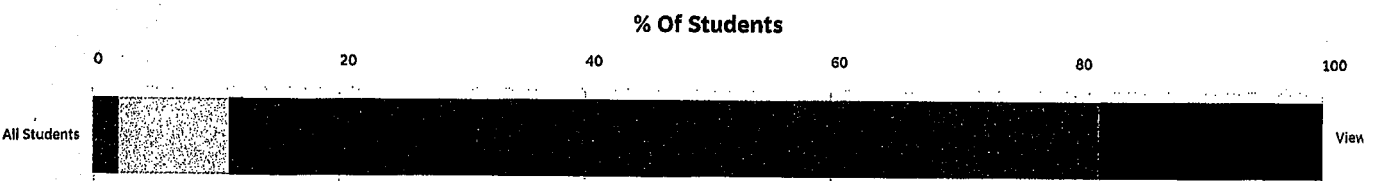
**A teacher or some other adult from my school will care if I miss a day of school.**

Strongly Disagree    Disagree    Agree    Strongly Agree



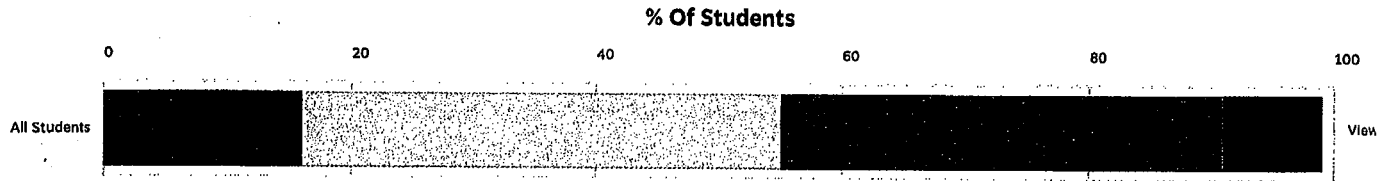
**Adults from my school care about me.**

Strongly Disagree    Disagree    Agree    Strongly Agree



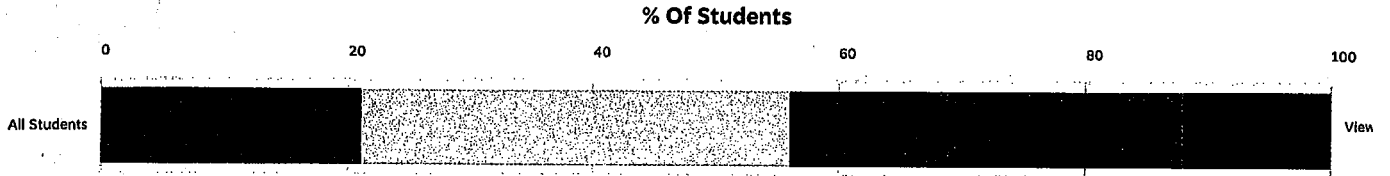
The school rules are fair.

Strongly Disagree  Disagree  Agree  Strongly Agree



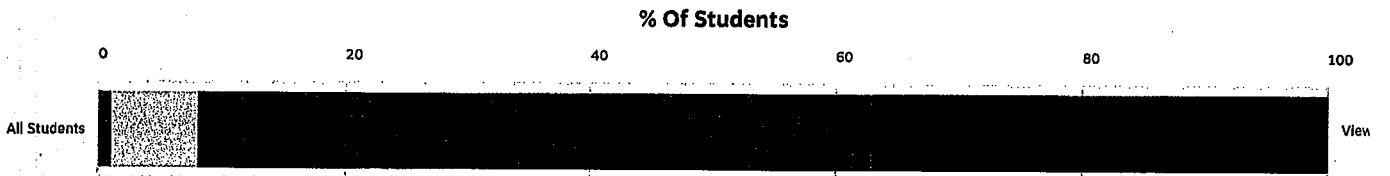
The consequences for breaking school rules are the same for all students.

Strongly Disagree  Disagree  Agree  Strongly Agree



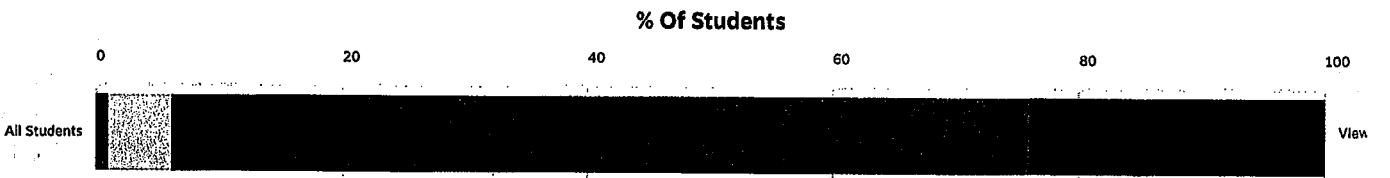
There is at least one adult from my school who listens to me when I have something to say.

Strongly Disagree  Disagree  Agree  Strongly Agree



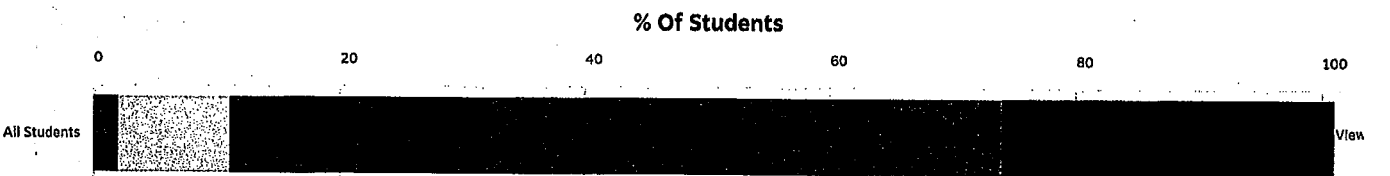
When I need help with schoolwork, I can ask a teacher.

Strongly Disagree  Disagree  Agree  Strongly Agree



If I have a problem, there is an adult from school that I can talk to.

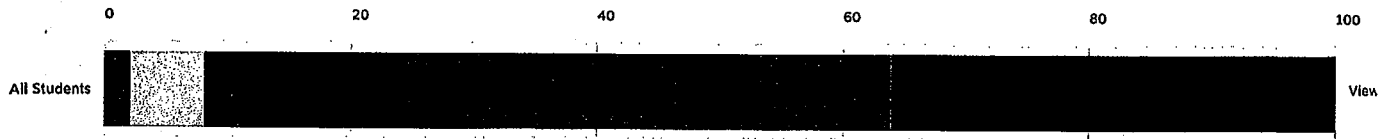
Strongly Disagree  Disagree  Agree  Strongly Agree



My teachers expect me to do my best all the time.

Strongly Disagree  Disagree  Agree  Strongly Agree

% Of Students



When I want to give up, my teacher says I should keep trying.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



Adults from my school make sure all students get what they need to be successful.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



My school is an encouraging place.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



Adults from my school work hard to make sure students are safe.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



Adults from my school handle safety concerns quickly.

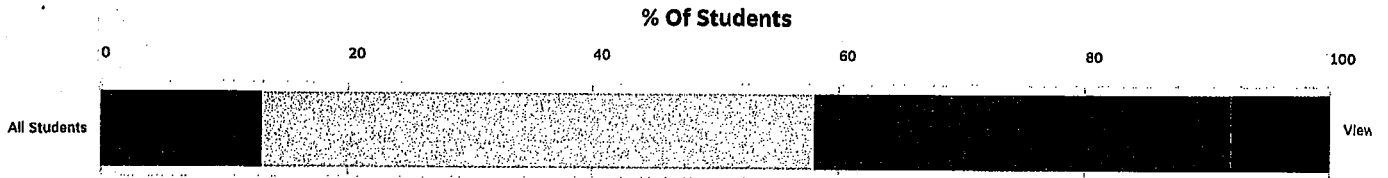
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



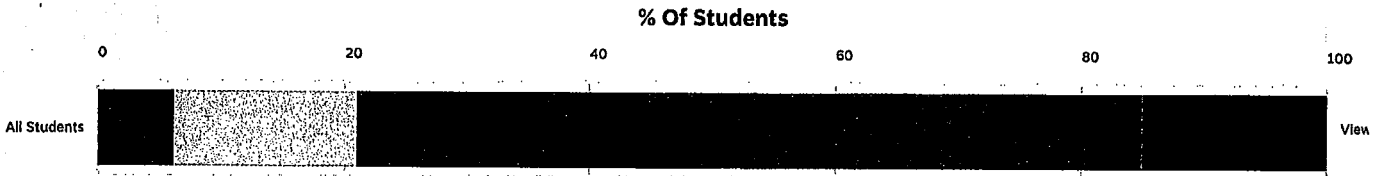
Adults from my school stay calm when dealing with bad behavior.

Strongly Disagree  Disagree  Agree  Strongly Agree



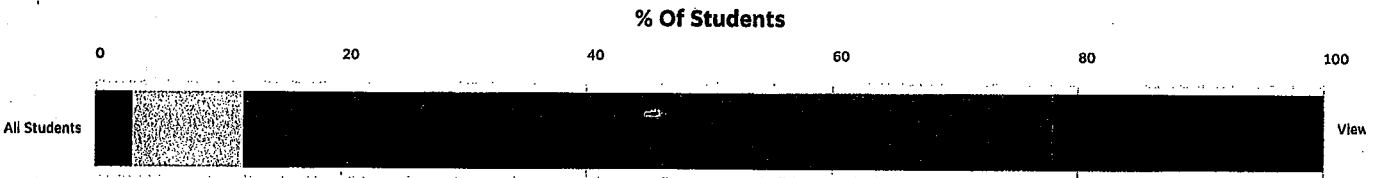
I feel safe in my classes.

Strongly Disagree  Disagree  Agree  Strongly Agree



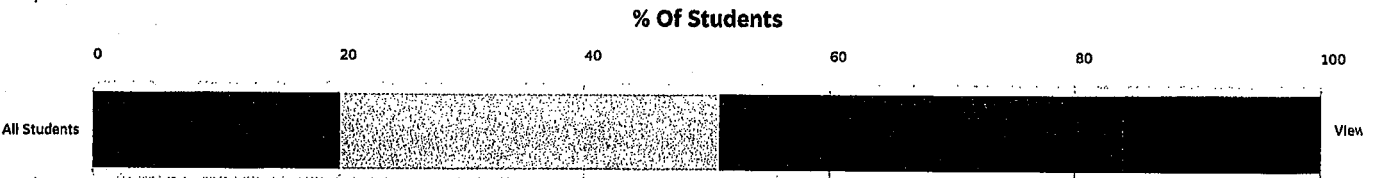
Adults from my school care about my physical safety.

Strongly Disagree  Disagree  Agree  Strongly Agree



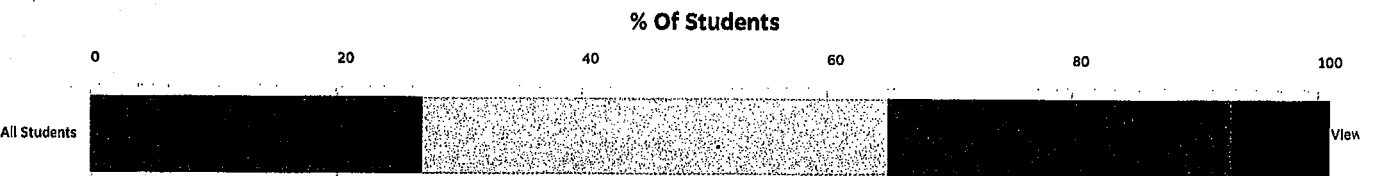
I feel comfortable stating my opinion in class even if others disagree.

Strongly Disagree  Disagree  Agree  Strongly Agree



Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).

Strongly Disagree  Disagree  Agree  Strongly Agree



Adults from this school respect students' differences (i.e., gender, culture, race, religion, ability).

Strongly Disagree  Disagree  Agree  Strongly Agree

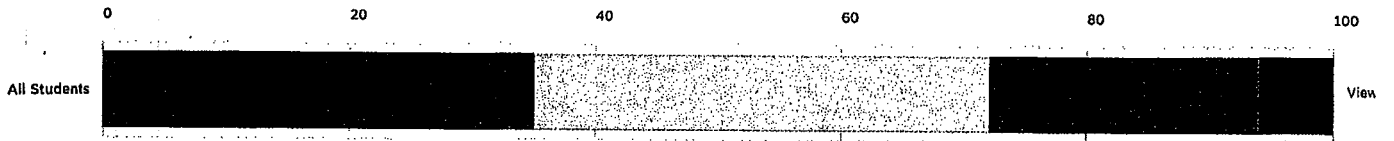
% Of Students



**Bullying is NOT a problem for this school.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



**During school, we are taught ways to stop bullying when we see it happen.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

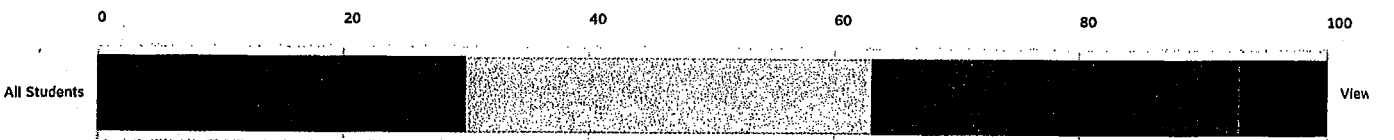
% Of Students



**Internet bullying is NOT a problem for students from my school.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students



**If a student is bullied during school, there is a safe way to report it to an adult.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

% Of Students

