



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09102024_12:30

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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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 2024-2025 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Mindy Coleman 9/10/24



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2024-2025 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?

Kenton Elementary School is one of 11 Elementary schools in the Kenton County School District located in Independence, Kentucky. Kenton Elementary currently has an enrollment of 670 Preschool through Fifth Grade students. We have approximately 45 certified staff members and 16 classified support staff. There are 40% of students that qualify for free/reduced lunch, which makes Kenton eligible for the schoolwide Title I program. In addition, Kenton Elementary is part of the CEP program along with all other Kenton County School District schools. We are very excited to be able to provide free breakfast and lunch to all students. In collaboration with the Kenton County School District, all students K-5 are 1:1 with chrome books. Each classroom has a smart TV, which allows students and staff to actively engage in lessons. This will be the second school year that our staff will implement ELA lessons using our high quality instructional resource, CKLA. We will continue to work collaboratively with the school district to ensure that this program is being implemented with fidelity. In order to support this initiative, Kenton Elementary has two literacy leaders that attend monthly district led meetings on implementation. The leaders will bring information back to our literacy team to create professional learning sessions for all staff using this program. This school year, along with district staff, we are going to adopt a high quality instructional resource in math to being in the 25-26 school year. Our positive support program is based on the "CATS" expectations. These expectations are taught throughout the school year in all areas of the school building and the school bus. Students can earn rewards by following the "CATS" expectations (Commitment, Achievement, Teamwork, Self-Control). Students earn class rewards and individual rewards throughout the year for following the CATS expectations. All students participate in Tier I SEB lessons using Zones of Regulation. Along with Tier I support, students are assigned an adult advocate to further support the students' SEB needs. Our students are given the opportunity and are encouraged to be involved in many extra-curricular activities. These activities include STLP, energy wise team, chorus, intramural sports, academic team, garden club, STEM, archery and art club. This year we are starting club days during the school day. This will give students the opportunity to participate in clubs that may not be able to participate before or after school. We have a very active Parent Teacher Organization that works with school staff to plan family engagement programs throughout the year. These include, a dance for 3-5 grade students, movie night for PK-2 students. Many fundraisers such as the Fun run, which we hope to raise \$15,000.

School Stakeholders

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

We believe that each stakeholder play a key role at Kenton Elementary. We have a very active PTO, that meets monthly as a board and quarterly with families. The PTO plans activities and fundraising events throughout the year. Our staff plays a very important part in the success of students at Kenton. Each grade level has a team lead. The team lead facilitates weekly PLC (professional learning community) meetings. These meetings include analyzing student data by group and individual students. Teachers develop plans to help students reach their academic and SEB goals. Team leads also attend monthly meetings to discuss schoolwide initiatives and/or attend trainings to present to their grade levels. All students at Kenton have an adult advocate. This advocate is a person that students work with throughout the year to discuss academic and SEB needs. The advocate also helps each student feel a part of the school community. School staff also help at family events such as math night, literacy night and hold parent/teacher conferences. The SBDM council, which includes teachers and parents, meets monthly to discuss student initiatives. During the monthly meetings, the council discusses school policy, school budget and student data. Using this information, the council discusses initiatives to ensure student success. Our FRC plans events for all families to welcome them into school such as Veteran's Day program, All Pro Dads and parent café meetings. We ask parents to complete surveys each year on to get feedback on school initiatives for future planning.

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 of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success. The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential and grow to become responsible productive members of society. All stakeholders at Kenton believe in our vision and strive to achieve it each day. Each stakeholders play an important part to help make it come alive each day. In order to do this, the staff at Kenton Elementary provide both academic and social and emotional instruction. This includes providing differentiated lessons during both core academic lessons that are aligned to the appropriate standards. Also, all students participate in reading and math RTI daily. During this time students remain in tier I instruction, unless data supports the need for extra support in a Tier II or Tier III intervention. During these interventions, teachers use research based programs that target students specific skill deficit. Students are also provided SEB support. The Tier I support social emotional learning curriculum used at Kenton is Zone of Regulation. Each week, teachers implement a lesson from this curriculum on Monday morning. Throughout the week, the concepts of the lessons are integrated throughout the school day. Students that need extra support in social emotional well-being are in a Tier II or Tier III intervention with the school counselor. The school counselor uses research based programs that are aligned to

specific skills students are working on. The data to support intervention for academics and SEB are monitored closely. Each week, the core MTSS team meets to discuss student data. Every 6-8 weeks the core MTSS team meets with classroom teachers to determine if the level of intervention is appropriate for the students. After each meeting, the core MTSS team determines what interventions are the most successful for our students.

We also feel that parents are huge part of their child's success. There are many opportunities for parents to be involved with their child's education. This includes, family literacy night, family math night, parent teacher conferences, volunteering at the school, participating in PTO.

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.

Notable Achievements:

Preliminary 2024 math KSA data indicates that 69% of third grade students performed proficient/distinguished which is an increase from the 2023 of 63% and 2022 of 61%. Teachers will continue to work with school and district staff to create intention plans that include appropriate tasks that reach all areas of the standard. Also, our fifth grade was able to increase reading proficiency on preliminary KSA data in 2022 67% of all students reached P/D, in 2023 62% scored P/D and in 2024 68% of students scored P/D. This is due teachers working alongside district staff to implement the new CKLA curriculum. Teachers attended professional learning sessions at the school and district level to enhance implementation of this program throughout the school year. Teachers also reviewed assessment data on unit assessments to determine student mastery and plans for students that did not reach mastery. Writing has been a strength at Kenton Elementary for many years. Preliminary KSA data from spring 2024 indicates that 77% of all students scored proficient/distinguished in combined writing. In order to support the writing program, teachers used our new ELA resource, CKLA along with the Kenton Elementary writing procedures to create writing pieces that correlate with each unit of study. In order to make sure students are making progress throughout the year, a writing piece is due each month for analysis at PLC meetings. At these meetings teachers discuss the strengths and challenges of each piece and discuss instructional strategies that can be used to further strengthen student writing.

Areas of Growth:

During the 23-24 school year, we set a goal of 85% of all students scoring proficient/distinguished on reading and math common assessments. This goal was not met for reading or math. There were 78% of all students reaching proficiency on math common assessments and 71% on reading. Also, students with disabilities did not reach the goal of 60% proficiency during the 23-24 school year. 54% of students with disabilities reached proficiency in math and 41% in reading. New goals were

created for the 24-25 school year for all students, of 80% of all students reaching proficiency and 60% of students with disabilities reaching proficiency on the reading and math common assessments. In order to support these goals the action steps below were created. These action steps will take place throughout the year, they will be monitored and adjusted as needed. The staff uses these assessments as benchmarks throughout the school year to determine student success on the spring KSA.

PLC: Lead by grade level Team leads, Facilitated by Administrator

- Weekly item analysis to determine trends on assessments and discussing standards based
- Teachers will follow an assessment calendar to determine what data will be discussed at PLC
- Special education team will meet monthly to discuss student progress/district initiatives.

Goal Setting:

- Teachers will meet with students to create goals on assessments (MAP, Reading Diagnostic, C
- Teachers will review goals with students before each assessment
- Teachers will celebrate students that met their goals after the assessment and remediate for stu

Targeted Instructional Walks

- Targeted walks/clear expectations:
- Collaboration and Resource: individual products/formative assessments(I do, we do, you do.)
- Collaboration and Resource: Fidelity of Instruction according to program (Students reachin
- Staff will attend professional development sessions throughout the year at grade level mee
- Individual support will be provided to teachers when needed according to instructional walk
- Teachers will participate in fishbowl lessons to see what others are doing? (vertical specia
- Collaboration and Resource: individual products/formative assessments(I do, we do, you do.)
- Collaboration and Resource: Fidelity of Instruction according to program (Students reachin
- Administration will discuss strengths and areas of growth observed in classrooms with tea

Intentional Planning for all tiers of instruction.

- Administration will provide school wide and grade level specific feedback on weekly lesson pla
- Teachers will have three planning days throughout the year to collaborate with their team.
- Collaboration teams will meet bi-monthly to plan lessons for students with disabilities in the coll.
- Training will be provided to teachers on planning lessons throughout the school year according

- Team leads will meet monthly to discuss data trends and determine professional development
- Collaboration teams will meet bi-monthly to plan lessons for students with disabilities in the coll

MTSS/RTI/Transition Ready:

- Review of resources used for intervention will take place throughout the school year to determ
- Staff will be trained on resources used for all students (Tier I, II, III). Training will take place at
- Teachers will create intentional standards based plans for RTI that will meet the needs of all stu
- Monitor 4th and 5th grade students GPA throughout the year.
- 5th Grade teachers meet with students to create goals towards being transition ready.
- 5th Grade students that are not meeting transition ready criteria meet with middle school studen
- Celebrate students that are meeting transition ready criteria throughout the school year.

Additional Information

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

Safety is very important at Kenton Elementary. Along with providing safety through the school building, we strive to help students feel safe through social and emotional support. Kenton Elementary continues to use Zones of Regulation curriculum for Tier I instruction. Each student is provided this instruction through their adult advocate, their classroom teacher. Students that need extra SEB support work with the school counselor in tier II/ Tier III groups to work on specific skill deficits. We also have an instructional assistant that is assigned to provide SEB instruction to students. This is with small groups or individual. Our special area teachers meet with individual students to serve as an adult advocate each day as well. Our FRC works with students and families to reduce their barriers to learning. This includes providing basic needs to families, helping with attendance of student or providing support to families to help with their child's academic goals.

Generated on 12/06/2024

Kenton Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: School Safety Report_09102024_12:33

2024-2025 Phase One: School Safety Report

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2024-2025 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 8/8/2024

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 most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8/8/2024

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 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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2024-2025 Phase Two: The Needs Assessment for Schools_10042024_15:37

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were documented.

Weekly analysis:

Review: Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas.

Analysis: Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency.

Applying Data Results: Remediation plans are created for students that did not reach proficiency according to assessment data. The team also reviews the question(s) that were missed most frequently by students to determine review of the standard/question. Spiral review activities are planned for all students on the

questions that are missed the most. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Documentation: Teachers complete a dashboard each week before PLC meetings with students data. The dashboard information includes the assessment, all student scores in categories of distinguished, proficient, apprentice and novice.

Also, subgroup information (students with disabilities and EL students) are documented. Teachers record the standard missed the most on the assessment. At the PLC meeting the team discusses and documents remediation plans for the standards missed the most. Student data (academic, SEB) data are shared with staff in a weekly memo. Agendas from monthly grade level meetings and staff meetings indicate strategies discussed according to student data.

MTSS Data:

Review: Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor).

Analysis: This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA, Reading Diagnostic data).

Applying Data: After analyzing triangulated data, the team determines the correct tier of intervention. This can include entering or exiting intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if they are the best for all students.

Documentation: Student progress is documented on the MTSS dashboard. All progress check meeting notes are documented on an agenda that includes student progress, notes from the teacher, notes from the MTSS committee and decisions on student interventions.

Special Education Data:

Review: Special education teachers attend weekly PLC with grade level teachers to analyze student data on assessments. Special education teachers also attend monthly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist to review student data to determine progress towards proficiency and progress towards meeting IEP goals.

Applying Data: The special education team will change a student plan if necessary to help the student make progress on current goals and objectives. For example, changing IEP goals, specially designed instruction, modifications. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Documentation: Each meeting has an agenda that includes student progress notes and initiatives discussed with the team regarding student data and special education procedures. Student data (academic, SEB) data are shared with staff in a weekly memo. Agendas from monthly grade level meetings and staff meetings indicate strategies discussed according to student data.

KSA/MAP data and Reading Diagnostic assessment results are analyzed after each testing period for teachers to analyze the data for all students subgroups of students and individual students in order to provide the proper instruction according to student scores. The scores for these assessments are also provided to the SBDM Council members after each round of testing. The council reviews the data and the strategies the staff will implement to help all students reach their goals. Monthly SBDM agendas reflect this discussion. KSA scores are made public to the community through individual student reports and school newsletter

Individual KSA data is shared with teachers after they are first released at our equivalency days before school starts. This data is used to triangulate data from fall and spring map, RI data and common assessment data from the previous year to determine the level of skills based instruction students will need during RTI time.

This includes students that need extra assistance to the students that need to be challenged. This is documented on our equivalency day agendas and RTI grouping sheets. KSA data is also included in our name and claim activity we complete as triangulated data to create plans for students. When data is released to the public we share it with our whole school community through our school newsletter and celebrate student achievements. We also celebrate student individual scores at the first trimester assembly and in the spring with a medal ceremony.

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?

We did not meet our yearly objective in math or reading, but the strategies that we used from last year were successful because our P/D from 2023 to 2024 was close to maintaining. We will continue to review these processes and refine them as needed. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students producing individual products and adjustment of instruction.

Staff will work together to intentionally plan and implement lessons that are rigorous and promote productive struggle. Administration will provide schoolwide and grade level specific feedback on weekly lesson plans and conduct targeted instructional walks and provide support to teachers. Staff will discuss weekly assessment data at PLC meetings to determine trends on standards missed the most to determine remediation needs. Kenton staff will also continue to work with district staff on implementing the new high quality instructional resource in ELA to make sure lessons are aligned to standards. This year Kenton staff along with district staff are vetting a new high quality instructional resource in math that will start implementation in 2025-2026.

Goal 1: Increase reading proficiency from 63% P/D students in 2023 to 82% of all students P/D rate in 2026.

Obj 1: Collaborate to increase reading proficiency from 63% P/D to 73% P/D in October 2024. Our current P/D is 62%.

Goal 1: Increase math proficiency from 67% P/D students in 2023 to 84% of all students P/D rate in 2026.

Objective 1: Collaborate to increase math proficiency from 67% P/D to 73% P/D in October 2024.. Our current P/D is 66%.

Goal 2: Separate Academic Indicator

We saw success on our social studies scores due to the plan we have in place including, monthly learning walks to provide feedback on the cycle of quality instruction, vertically align and implement Social studies standards, Teachers develop individual goals with students for formative and Summative Assessments and Implementation of cross curricular activities using the high quality instructional resource in ELA, Amplify. In addition to our plan from the 2023-2024 school year, we started implementing a high quality instructional resource in social studies, Teacher created Materials, that will continue to help teachers intentionally plan lessons.

Goal 2: Increase science proficiency from 51% P/D students in 2023 to 75% of all students P/D rate in 2026.

Objective 1: Collaborate to increase science proficiency from 51% P/D to 59% by October 2024. OPUr current P/D is 44%.

Goal 2: Increase social studies proficiency from 52% P/D students in 2023 to 76 % of all students P/D rate in 2026.

Obj. 2: Collaborate to increase Social Studies proficiency from 52% P/D to 60% by October 2024. OUR current P/D is 57%.

Goal 3: GAP

While we did not see great gains in reading or math with our gap group, we have systems and structures in place that helped us make small growth in math. This remains an area of concern at Kenton Elementary. Even though we made small gains in this area, we feel we have systems in place that can be refined throughout the year. The special education team will meet monthly to discuss student progress and district initiatives for special education. Special education staff meet with grade level teams at PLC weekly to discuss student data on grade level assessments.

Targeted instructional walks will take place by administration in both collaboration and resource time. Feedback will be provided focusing on individual products and adjustment of instruction. Professional development will take place for teachers according to instructional walk data and assessment data. Special education

teachers will upload data into IC weekly to ensure continuous monitoring of progress towards IEP goals. Professional development will also take place for general education teachers on how to support students in the classroom. This includes the strongest co-teaching strategies and strategies to use when special education teachers are not in the classroom to ensure students needs are met. This way all teachers are taking ownership of ALL students and providing the correct level of support.

Obj 1: Collaborate to increase reading from 18% P/D to 31% P/D by October 2024 for students with disabilities. Our current P/D is 17%

Obj 2: Collaborate to increase math from 18% P/D to 31% P/D by October 2024 for students with disabilities. OUR current P/D is 19%.

Goal 4: EL

The percentage of students that exited our EL program remained the same the last two years. We are very excited with the progress the students have made. In order to have continued success, Kenton staff will continue to work with district EL staff to implement lessons for students in the classroom and the pull out sessions. District EL staff will attend PLC meetings to discuss the needs of EL students with teachers so they are better equipped to support the students in the classroom.

Objective 1: Collaborate to increase the percentage of students exiting the EL program from 17% to 20% in October 2024. Currently, 17% of students exited the program.

Goal 5: Quality of School Climate and Safety

The percentage of students that agreed/strongly agreed with this statement maintained from the previous school year. The staff at Kenton Elementary will continue to work with students in this area. We will continue our system we have in place to do this. The system includes the merger of the Cultural awareness committee with other SBDM committees this year to plan lessons and give resources to teachers to implement. The reasoning for this merger was to make sure that family nights had a cultural aspect to them. Also, to create professional learning sessions that are focused on cultural awareness. The FRC will continue to work with preschool students using Baby Doll Circle Time. Teachers will lead Tier I social emotional lessons following the Zones of Regulation Curriculum. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills. All students are assigned an adult advocate that provides social emotional support throughout the school year. Advocates also work with students on transition ready requirements in fifth grade. School Social worker and counselor will implement classroom guidance lessons on cooperation and acceptance. They will also teach lessons on bullying (including cyber bullying) for all grade levels. Professional development will take place throughout the year for all staff members on restorative practices strategies.

Goal 5: To increase the overall quality and school climate and safety survey percentage from 79.1% in 2023 to 89.1% in 2026.

Objective 1: Increase percentage of students agree/strongly agree that students from this school respect each other's differences (gender, culture, race, religion, ability) from 96% in October 2023 to 98% in October 2024. Currently 96% of students agree/strongly agree.

Goal 8: Other

This was not an area that we saw great success. This year, in addition to the professional development sessions offered through the Kenton County School District, we will continue to hold monthly grade level meetings based on the needs of teachers. Also, monthly staff meetings will be mini professional development sessions based on teacher need and interests and instructional walk data. District staff, school administration and teachers will lead sessions throughout the year. In addition during the 2024-2025 school year, we will meet with individual teachers regarding professional development needs.

Goal 8: Impact Survey:

Goal 8: By 2025, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 50% to 75%.

Objective 1: Collaborate to increase valuable professional development sessions from 50% in Winter 2022 to 58% in Spring 2023. Currently, 40% of teachers feel available professional development sessions are valuable.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The percentage of all students that scored proficient/distinguished on the math KSA for the last three years has been 68% in 2022, 63% in 2023 and 62% in 2024. Even though there was a 1% decrease in proficiency, Kenton Elementary has been above the state average for proficiency all three years.

The percentage of all students that scored proficient/distinguished on the math KSA for the last three years are 69% in 2022, 67% in 2023 and 66% in 2024. Again, there has been a 1% decrease from the previous year, all three years Kenton Elementary has been above the state average.

-The number of behavior referrals in has decreased over the last three years, in 2021-2022 there were 136, 2022-2023 was 115 and in 2023-2024 was 109.

-The area that remains a significant area of improvement at Kenton Elementary is our students with disabilities. In the 2023-2024 school year, 78% of all students scored proficient/distinguished on math common assessments and 71% on reading, while 54% of students with disabilities reached proficiency on math and 41% in reading. This was a decrease from the 2022-2023 when 79% of all students scored proficient/distinguished on math common assessments and 75% on reading, and 60% of students with disabilities scored proficient/distinguished on math common assessments and 46% on reading. 2023-2024 KSA data indicates that 19% of students with disabilities scored proficient/distinguished on the math KSA and 17% scored proficient/distinguished on reading. This is a decrease from the 2023-2023 KSA when students with disabilities scored 18% proficient/distinguished on both the reading and math assessment.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
 - Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
- Overall student attendance in the 2023-2024 school year was 94.44%.

-During the 2023-2024 school year, there were 39.53% of students that qualified for free and reduced lunch.

-During the 2023-2024 school year, there were 109 behavior referrals.

-During the 2023-2024 school year, 78% of all students scored proficient/distinguished and 57% of students with disabilities scored proficient/distinguished on math common assessments.

-During the 2023-2024 school year, 71% of all students scored proficient/distinguished and 41% of students with disabilities scored proficient/distinguished on reading common assessments.

-23-24 Brigance data indicates that 60% of students are ready for Kindergarten and 40% are ready with intervention.

-62% of all students scored proficient/distinguished on the spring 2023 reading KSA assessment and 66% of all students scored proficient/distinguished on the spring 2023 math KSA assessment.

-17% of students with disabilities scored proficient/distinguished on the reading KSA assessment and 19% of students with disabilities scored proficient/distinguished on math spring 2023 KSA assessment.

-All grade levels made growth on the Reading Inventory assessment from fall 2023 to spring 2024. Kindergarten made the largest amount of growth with 42% of students making growth on the assessment.

-2023-2024 spring MAP data indicated that 52% of all students scored proficient/distinguished on math. Kindergarten and third grade scored in the high achievement, high growth all other grades high achievement low growth. Also, 51% of students scored proficient/distinguished on reading. Third and fifth grade high achievement high growth. First grade low achievement low growth all other grades high achievement low growth.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Sur gap learners.

The area that remains a significant area of improvement at Kenton Elementary is our students with disabilities. This is a point of weakness because not only did the proficiency percentage decrease in both math and reading on common assessments and KSA, but the gap between all students and students with disabilities is bigger. The past two years of common assessment data indicate that in the 2023-2024 school year, 78% of all students scored proficient/distinguished on math common assessments and 71% on reading, while 54% of students with disabilities reached proficiency on math and 41% in reading. This was a decrease from the 2022-2023 when 75% of all students scored proficient/distinguished on reading common assessments and 79% 60% of students with disabilities scored proficient/distinguished on math common assessments and 46% on reading. KSA data indicates that 19% of students with disabilities scored proficient/distinguished on the math KSA and 17% scored proficient/distinguished on reading. This is a decrease from the 2023-2023 KSA when students with disabilities scored 18% proficient/distinguished on both the reading and math assessment.

-Even though our math and reading KSA scores were above the state average for all students, we did not see growth in these areas. This year we will continue on growth for all students. Reading KSA data for all students 62% scored proficient/distinguished indicates that which is a decrease from 2022-2023 of 63% proficient/distinguished and math KSA data for 2023-2024 is 66% of all students scored proficient/distinguished which is a decrease from 2022-2023 of 67% proficient/distinguished.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

-Over the last two years, the average of proficient/distinguished students on common assessments has been above 70% the 2023-2024 school year, 71% of all students reached P/D on reading common assessments and 78% reached it in math and in 2022-2023 75% reached proficient/distinguished in reading and 79% in math. The process we have in place for common assessments that we fill will help all learners include many parts. Teachers will goal set with students for assessments and review goals after the assessment is over to celebrate with students if they meet their goals. Also, these assessments are discussed at weekly PLC meetings by

grade level, student groups and individual students. The team will discuss remediation plans for students that did not reach mastery and spiral review for all students on standards/questions missed the most.

-Also, our percentage for all students on the 2024 KSA assessment in both reading and math were above the state average. Math KSA had 66% of all students proficient/distinguished. This is above the state average by 24%. Reading KSA had 62% scoring proficient/distinguished, which is above the state average by 15%.

Kenton Elementary also had two grade levels that increased their percentage of proficient/distinguished from the 2022-2023 to the 2023-2024 assessment. On the 2023-2024 math KSA assessment 69% of all third grade students scored P/D which is an increase from 63% the previous year and in reading 2023 KSA indicates that 63% of all third grade students scored P/D which is an increase from 62% the previous year. Also, on the 2023-2024 spring reading KSA assessment 68% of all fifth grade students scored P/D which is an increase from the previous year of 62%.

There has been growth in two of the three grade levels that complete the KSA assessment. In order to see growth in all grade levels we need to continue to focus on strong Tier I instruction. Our focus is on all students completing an individual product and adjustment of instruction for the products. This way teachers can gauge mastery throughout the lesson. Kenton Elementary will continue to work with district staff using our high quality instructional resource for ELA to intentionally plan lessons that include these areas. Administration will continue to check lesson plans weekly to ensure that products are aligned to standards. Also, administration will continue focuses learning walks to provide intentional feedback in these areas and other areas of instruction when necessary. Focusing on Tier I instruction with these elements should help reach all learners in the classroom, including the struggling students. Also, staff will continue to triangulate assessment data, including, KSA, MAP, reading diagnostic, and common assessments in reading and math) to name and claim individual students in order to provide the necessary support for them to master each standard.

-Writing has also been a strength for Kenton Elementary for several years. On the 2023-2024 writing KSA, 80% of all students scored proficient/distinguished, which is above the state average by 37%. The strength process that is used at Kenton starts in Kindergarten. For writing pieces there are grade level expectations that are reviewed each year by teachers to make sure they are grade appropriate. These expectations build on each other so that students can increase their writing skills each year. Also, there is a process for students to write across content areas using ACE for reading, science and social studies and SET in math. Again this process starts in Kindergarten and builds as students move from one grade level to the next. The process we have in place is differentiated when necessary to reach all students.

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 Processes

KCWP 6: Establish Learning Environment and Culture

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

a. Complete the [Key Elements Template](#).

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

ATTACHMENTS

Attachment Name



Key Elements 24-25

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Kenton Elementary will focus resources, time and effort to improve student achievement in the following key areas: KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students completing an individual product and adjustment of instruction. Administrators will conduct monthly learning walks and to provide feedback on the cycle of quality instruction. The data from the learning walks will be used to plan monthly staff meeting, grade level meetings and support for individual teams and teachers. Staff will continue to meet at weekly PLC meetings to discuss student assessment data. Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet the needs of all students, including but not limited to what students currently know and what standard(s) need remediation.

KCWP4: Analyze and Apply Data: Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning? Student data is reviewed at weekly PLC meetings, which include an administrator,

regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas. Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency. Remediation plans are created for students that did not reach proficiency according to assessment data. The team also reviews the question(s) that were missed most frequently by students to determine review of the standard/question. Spiral review activities are planned for all students on the questions that are missed the most. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers. Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA, Reading Diagnostic data). After analyzing triangulated data, the team determines the correct tier of intervention. This can include entering or exiting intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if they are the best for all students. Special education teachers attend weekly PLC with grade level teachers to analyze student data on assessments. Special education teachers also attend monthly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist to review student data to determine progress towards proficiency and progress towards meeting IEP goals. The special education team will change a student plan if necessary to help the student make progress on current goals and objectives. For example, changing IEP goals, specially designed instruction, modifications. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		•
 Key Elements 24-25	School Key Elements	• 7

Key Elements of the Teaching and Learning Environment – School

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

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?		Kenton Elementary has a math committee and an ELA committee that analyzes the current curriculum used for core instruction. During the 23-24 school year, Kenton Elementary adopted a new ELA program (CKLA). The ELA committee worked with grade level teams and district staff to adopt this new program. The staff will continue to use this program for ELA in the 2024-2025 school year. During the 2024-2025 school year, Kenton Elementary staff will work with district staff to vet and adopt a high-quality instructional resource for math to begin the 2025-2025 school year. The MTSS core team meets after each tier progress check to determine the success of the interventions being used with students in tier II and tier III interventions. Adjustments are made when there is trend data to determine that an intervention program is not successful. Teachers attend professional learning opportunities throughout the school year on how to implement programs in both core and intervention as needed. SBDM discusses curriculum needs as they arise throughout the school year.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and	X	KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students completing an individual product and adjustment of instruction. Administrators will conduct monthly learning walks and to provide feedback on the cycle of quality instruction. The data from the

Key Elements of the Teaching and Learning Environment – School

social-emotional competencies that are aligned to Kentucky Academic Standards and current research?		learning walks will be used to plan monthly staff meeting, grade level meetings and support for individual teams and teachers. Staff will continue to meet at weekly PLC meetings to discuss student assessment data. Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet the needs of all students, including but not limited to what students currently know and what standard(s) need remediation.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		Kenton Elementary follows the Kenton County School District balanced assessment system that includes assessments for learning such as progress monitoring, information formative assessments and common formative assessments and assessments of learning such as MAP, KSA, Map Fluency and district common assessments. Students will goal set for formative and summative assessments to help keep track of their own learning. Assessment scores will be shared and discussed with staff on a weekly basis in the weekly memo and at PLC meetings. Overall school assessment scores are shared with parents and SBDM throughout the school year. Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet the needs of all students, including but not limited to what students currently know and what standard(s) need remediation.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	X	Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas. Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency. Remediation plans are created for students that did not reach proficiency according to assessment data. The team also reviews

Key Elements of the Teaching and Learning Environment – School

		<p>the question(s) that were missed most frequently by students to determine review of the standard/question. Spiral review activities are planned for all students on the questions that are missed the most. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers. Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor).</p> <p>This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA, Reading Diagnostic data). After analyzing triangulated data, the team determines the correct tier of intervention. This can include entering or exiting intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if they are the best for all students. Special education teachers attend weekly PLC with grade level teachers to analyze student data on assessments. Special education teachers also attend monthly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist to review student data to determine progress towards proficiency and progress towards meeting IEP goals. The special education team will change a student plan if necessary to help the student make progress on current goals and objectives. For example, changing IEP goals, specially designed instruction, modifications. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.</p>
<p>KCWP 5: Design, Align and Deliver Support</p> <p>Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<p>Staff will discuss student progress during PLC meetings, MTSS meetings and staff meetings ensuring students are in the correct intervention. Also, discuss instructional strategies to implement in core classes to help students reach mastery of standards. Growth in core classes is a goal this school year, especially for our students with disabilities. In order to help this population make growth, teachers</p>

Key Elements of the Teaching and Learning Environment – School

		will analyze data (progress monitoring data, MAP data, formative assessment data) and work with special education teachers to make sure that student plans are followed and that students are making progress towards reaching IEP goals and mastery of grade level standards.
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>		<p>Staff will continue to follow the code of expected behavior for interventions for student behavior, SEB intervention ideas and consequences for behaviors when necessary. Teachers will discuss the CATS expectations with students and monitor student behavior in all areas of the school building. Each student has an adult advocate that works with them to stay connected to the school community. Classroom teachers conduct weekly SEB lessons using our Tier I curriculum, Zones of Regulation. Our school counselors conduct classroom lessons on bullying and the school participates in the anti-bullying pledge. The counselors also implement skills-based groups for Tier II and Tier III students. Also, the counselors work with families to help provide school-based therapy when needed. We have a full time FRYSC that works with families to offer resources for to meet basic needs, outside therapy, tutoring etc. FRYSC and the staff communicate when a need arises. We host a math and literacy night for all families to attend. These events are to help parents learn what their child is doing in school each day and how to support them at home. Finally, our PTA plans events for families throughout the year. The staff uses Class Dojo to communicate with parents regarding behavior needs and successes. We have trimester assemblies to celebrate student success in both academics and social emotional well-being. Teachers set goals with students throughout the year on assessments and celebrate students that meet their goals and/or make growth towards their goals.</p>



2024-2025 Phase Two: School Assurances_10042024_15:36

2024-2025 Phase Two: School Assurances

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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2024-2025 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 in a targeted assistance program 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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2024-2025 Phase Three: Comprehensive School Improvement Plan_10152024_08:06

2024-2025 Phase Three: Comprehensive School Improvement Plan

Kenton Elementary School
Mindy Coleman
11246 Madison Pike
Independence, Kentucky, 41051
United States of America

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2024-2025 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 how well the school is accomplishing their action steps. 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 \(CSIP\) Template](#).

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

ATTACHMENTS

Attachment Name



Continuous 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.

The areas of concern according to the 2024-2025 needs assessment and the process of how they will be analyzed are listed below:

The area that remains a significant area of improvement at Kenton Elementary is our students with disabilities. This is a point of weakness because not only did the proficiency percentage decrease in both math and reading on common assessments and KSA, but the gap between all students and students with disabilities is bigger. The past two years of common assessment data indicate that in the 2023-2024 school year, 78% of all students scored proficient/distinguished on math common assessments and 71% on reading, while 54% of students with disabilities reached proficiency on math and 41% in reading. This was a decrease from the 2022-2023 when 75% of all students scored proficient/distinguished on reading common assessments and 79% 60% of students with disabilities scored proficient/distinguished on math common assessments and 46% on reading. KSA data indicates that 19% of students with disabilities scored proficient/distinguished on the math KSA and 17% scored proficient/distinguished on reading. This is a decrease from the 2023-2023 KSA when students with disabilities scored 18% proficient/distinguished on both the reading and math assessment.

-Even though our math and reading KSA scores were above the state average for all students, we did not see growth in these areas. This year we will continue on growth for all students. Reading KSA data for all students 62% scored proficient/distinguished indicates that which is a decrease from 2022-2023 of 63% proficient/distinguished and math KSA data for 2023-2024 is 66% of all students scored proficient/distinguished which is a decrease from 2022-2023 of 67% proficient/distinguished.

The processes that will be prioritized to accomplish this for students with disabilities and for all students are:


Kenton Elementary will focus resources, time and effort to improve student achievement in the following key areas: KCWP2: Design and deliver instruction. Staff will continue to focus on the cycle of quality instruction, with an emphasis on students completing an individual product and adjustment of instruction. Administrators will conduct monthly learning walks and to provide feedback on the cycle of quality instruction. The data from the learning walks will be used to plan monthly staff meeting, grade level meetings and support for individual teams and teachers. Staff will continue to meet at weekly PLC meetings to discuss student assessment data. Staff will continue to create assessments that are aligned to the current standard/learning target that allow for differentiation in instruction to meet

the needs of all students, including but not limited to what students currently know and what standard(s) need remediation.

KCWP4: Analyze and Apply Data: Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?

Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas. Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency. Remediation plans are created for students that did not reach proficiency according to assessment data. The team also reviews the question(s) that were missed most frequently by students to determine review of the standard/question. Spiral review activities are planned for all students on the questions that are missed the most. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers. Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA, Reading Diagnostic data). After analyzing triangulated data, the team determines the correct tier of intervention. This can include entering or exiting intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if they are the best for all students. Special education teachers attend weekly PLC with grade level teachers to analyze student data on assessments. Special education teachers also attend monthly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist to review student data to determine progress towards proficiency and progress towards meeting IEP goals. The special education team will change a student plan if necessary to help the student make progress on current goals and objectives. For example, changing IEP goals, specially designed instruction, modifications. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Continuous Improvement Plan		.

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.**

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
 - 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

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.

A significant area of improvement at Kenton Elementary is our students with disabilities. This is a point of weakness because not only did the proficiency percentage decrease in both math and reading on common assessments and KSA, but the gap between all students and students with disabilities is bigger. The past two years of common assessment data indicate that in the 2023-2024 school year, 78% of all students scored proficient/distinguished on math common assessments and 71% on reading, while 54% of students with disabilities reached proficiency on math and 41% in reading. This was a decrease from the 2022-2023 when 75% of all students scored proficient/distinguished on reading common assessments and 79% on math. 60% of students with disabilities scored proficient/distinguished on math common assessments and 46% on reading. KSA data indicates that 19% of students with disabilities scored proficient/distinguished on the math KSA and 17% scored proficient/distinguished on reading. This is a decrease from the 2023-2023 KSA when students with disabilities scored 18% proficient/distinguished on both the reading and math assessment.

Even though our math and reading KSA scores were above the state average for all students, we did not see growth in these areas. This year we will continue on growth for all students. Reading KSA data for all students 62% scored proficient/distinguished indicates that which is a decrease from 2022-2023 of 63% proficient/distinguished and math KSA data for 2023-2024 is 66% of all students scored proficient/distinguished which is a decrease from 2022-2023 of 67% proficient/distinguished.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

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.

KCWP4: Analyze and Apply Data: Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning? Student data is reviewed at weekly PLC meetings, which include an administrator, regular education teachers and special education teachers. This data includes common formative assessment data in all subject areas and district common assessments in all subject areas. Student data is analyzed (whole group, GAP groups and individual students) to determine student mastery and student needs in order to reach proficiency. Remediation plans are created for students that did not reach proficiency according to assessment data. The team also reviews the question(s) that were missed most frequently by students to determine review of the standard/question. Spiral review activities are planned for all students on the questions that are missed the most. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers. Progress monitoring data is reviewed at weekly MTSS meetings (which includes administrative staff, intervention teachers, FRC, school psychologist and school counselor). This team meets with classroom teachers every 6-8 weeks to triangulate data (progress monitoring data, weekly assessments, common assessments, MAP, KSA, Reading Diagnostic data). After analyzing triangulated data, the team determines the correct tier of intervention. This can include entering or exiting intervention. The MTSS team also analyzes the interventions used with students to determine how successful those interventions are to determine if they are the best for all students. Special education teachers attend weekly PLC with grade level teachers to analyze student data on assessments. Special education teachers also attend monthly special education PLC meetings, which includes administrators, special education teachers, school psychologist, school counselor and speech pathologist

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to review student data to determine progress towards proficiency and progress towards meeting IEP goals. The special education team will change a student plan if necessary to help the student make progress on current goals and objectives. For example, changing IEP goals, specially designed instruction, modifications. Student data is used to plan monthly grade level meetings and monthly staff meetings to support the teachers.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	82.4	-1.7
State Assessment Results in science, social studies and writing	82	-0.4
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	78.8	-0.3
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): *Increase reading proficiency from 62%P/D students in 2024 to 81% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading proficiency from 62% P/D in 2024 to 69 %P/D in October 2025.	KCWP 2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data	<ul style="list-style-type: none"> -Targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings will be differentiated into different sessions based on instructional walk data. Monthly grade level meeting focus will be based on instructional walk data in comparison to student achievement data. This meeting may be school wide or differentiated for grade level teams as needed. -Teachers develop individual goals with students for formative and Summative Assessments. Teachers celebrate with students when goals are met and discuss barriers when they are not met. -Teachers will follow an assessment calendar to determine what data will be discussed at PLC. Individual products have been added this year to incorporate in class assessments. Teachers will discuss all assessments/individual products 	<ul style="list-style-type: none"> -Weekly assessment measures, MAP and KSA, CKLA Assessments, MAP Fluency - Learning Walks and - Lesson Plans -Assessment data From Performance Matters -Progress monitoring tool (Performance Matters) 	<ul style="list-style-type: none"> -Checking of weekly lesson plans -Monthly learning walk data spreadsheet -Staff meeting agenda -Kenton Elementary Hub -Weekly reading data to determine P/D percentages of students. -Weekly PLC meetings -Weekly MTSS meetings -Grade level meeting agenda -Student Goal Sheets -RTI grouping list 	<ul style="list-style-type: none"> -\$1,380 Read Naturally -\$22,539 Amplify Materials -Title I \$5,000 Boost - Title I \$2,000 Supplemental Reading Materials - Title I \$10,000 ESS afterschool program -Title I \$10,000 Summer school program -5.000 ESpark

Goal 1 (State your reading and math goal.): *Increase reading proficiency from 62%P/D students in 2024 to 81% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to determine how to support students to reach mastery.</p> <p>-Weekly item analysis to determine trends on assessments and discussing standards-based instruction during PLC. The focus of PLC will be to discuss what to do or what has been done to support students that did not reach mastery.</p> <p>-Teachers will participate in name and claim activities after each universal assessment (MAP,KSA, MAP Fluency) to triangulate the common formative assessment data and common assessment data to create plans for students to reach proficiency.</p> <p>-Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.</p> <p>-5th Grade teachers meet with students to create goals towards being transition ready.</p> <p>-5th Grade students that are not meeting transition ready criteria meet with middle school students to discuss how to reach goals.</p> <p>- Review of resources used for intervention will take place</p>			

Goal 1 (State your reading and math goal.): *Increase reading proficiency from 62%P/D students in 2024 to 81% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>throughout the school year to determine the effectiveness of the resource.</p> <ul style="list-style-type: none"> - Teachers along with the core MTSS team will analyze data on Performance Matters assessments, MAP,KSA, Amplify, MAP Fluency throughout the year to determine if students are in the correct Tier intervention. Also, the health of the intervention will take place to make sure the correct resource is being used to help bridge the GAP. -Staff will be trained on resources used for all students (Tier I, II, III). Training will take place at monthly grade level meetings and monthly differentiated staff meetings. -Teachers will create intentional standards-based plans for RTI that will meet the needs of all students. -Students in Tier II and/or Tier III will be invited to ESS to work with certified teachers on reading deficits. - Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan future lessons. 			

Goal 1 (State your reading and math goal.): *Increase reading proficiency from 62%P/D students in 2024 to 81% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Goal 1 (State your reading and math goal.): *Increase math proficiency from 66%P/D students in 2024 to 83% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase math proficiency from 66%P/D to 73% P/D in October 2024.	KCWP 2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data	-Targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings will be differentiated into different sessions based on instructional walk data. Monthly grade level meeting focus will be based on instructional walk data in comparison to student achievement data. This meeting may be school wide or differentiated for grade level teams as needed. -Teachers develop individual goals with students for formative and Summative Assessments. Teachers celebrate with students when goals are met and discuss barriers when they are not met. -Teachers will follow an assessment calendar to determine what data will be discussed at PLC. Individual products have been added this year	Weekly assessments, MAP and KSA Data Assessment data From Performance Matters, MAP Progress monitoring tools and data Learning Walks and Lesson Plans	-PLC meetings -MTSS meetings Weekly lesson plan feedback -Monthly learning walk data spreadsheet Staff meeting agenda -Kenton Elementary Hub -Weekly math data to determine P/D percentages of students. -Student Goal Sheets -Kenton Hub -RTI grouping list	- Title I 12,000 STMath -\$398 Eureka Math -Title I \$4,162.09 Reflex Math -5.000 ESpark

Goal 1 (State your reading and math goal.): *Increase math proficiency from 66%P/D students in 2024 to 83% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to incorporate in class assessments. Teachers will discuss all assessments/individual products to determine how to support students to reach mastery.</p> <p>-Weekly item analysis to determine trends on assessments and discussing standards-based instruction during PLC. The focus of PLC will be to discuss what to do or what has been done to support students that did not reach mastery.</p> <p>-Teachers will participate in name and claim activities after each universal assessment (MAP, KSA) to triangulate the common formative assessment data and common assessment data to create plans for students to reach proficiency.</p> <p>-Training staff on proper progress monitoring tools to ensure that interventions match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.</p> <p>-5th Grade teachers meet with students to create goals towards being transition ready.</p> <p>-5th Grade students that are not meeting transition ready criteria meet with middle school students to discuss how to reach goals.</p>			

Goal 1 (State your reading and math goal.): *Increase math proficiency from 66%P/D students in 2024 to 83% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> - Review of resources used for intervention will take place throughout the school year to determine the effectiveness of the resource. - Teachers along with the core MTSS team will analyze data on Performance Matters assessments, MAP,KSA, throughout the year to determine if students are in the correct Tier intervention. Also, the health of the intervention will take place to make sure the correct resource is being used to help bridge the GAP. -Staff will be trained on resources used for all students (Tier I, II, III). Training will take place at monthly grade level meetings and monthly differentiated staff meetings. -Teachers will create intentional standards-based plans for RTI that will meet the needs of all students. -Students in Tier II and/or Tier III will be invited to ESS to work with certified teachers on reading deficits. -- Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve 			

Goal 1 (State your reading and math goal.): *Increase math proficiency from 66% P/D students in 2024 to 83% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		them if necessary, also to plan future lessons.			

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): *Increase science proficiency from 44% P/D students in 2024 to 72% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase science proficiency from 44% P/D to 55% by October 2024.	KCWP2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data	<ul style="list-style-type: none"> -Plan for and implement active student engagement strategies. Use hands on activities to engage students in standards-based phenomenon. -Vertically align and implement Science Standards through Project Lead the Way. -Teachers develop individual goals with students for formative and Summative Assessments. -Targeted learning walks will be completed monthly to provide feedback regarding individual products and adjustment of instruction across all contents. Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan 	<ul style="list-style-type: none"> -Learning Walks -Lesson Plans -Common assessments data -Student Goal sheets 	<ul style="list-style-type: none"> -Learning walks feedback appropriate -Weekly PLC Meetings -Student Goal Sheets 	<ul style="list-style-type: none"> - Title I \$1,395 Mystery Science -Title I \$1,000 Generation Genius -Title I 500 Polar 3D

Goal 2 (State your science, social studies, and writing goal.): *Increase science proficiency from 44% P/D students in 2024 to 72% of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>future lessons. Administration will continue to ask for specific professional development needs in this area to plan for staff meetings, grade level meetings and PLC.</p> <ul style="list-style-type: none"> -Common assessment data will be discussed at PLC meetings to determine remediation plans for students that did not reach proficiency. -Lesson plans will be reviewed to provide feedback on alignment of standards to tasks completed. -Teachers use engagement strategies in the classroom to ensure students mastery of standards. -Implement cross curricular activities using CKLA materials 			

Goal 2 (State your science, social studies, and writing goal.): *Increase social studies proficiency from 57% P/D students in 2024 to 78 % of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase Social Studies proficiency from 57% P/D to 65% by October 2025.	<p>KCWP2: Design and Deliver Instruction Classroom Activities</p> <p>KCWP 4: Review, Analyze Apply Data</p>	<p>-Targeted learning walks will be completed monthly to provide feedback regarding individual products and adjustment of instruction across all contents. Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan</p>	<ul style="list-style-type: none"> -Learning Walks and Lesson Plans -Common assessments data -KSA Data -Student goal sheets 	<ul style="list-style-type: none"> -Learning walk data -Learning walks feedback -Weekly PLC Meetings -Student Goal Sheets 	\$10,000 TCM

Goal 2 (State your science, social studies, and writing goal.): *Increase social studies proficiency from 57% P/D students in 2024 to 78 % of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>future lessons. Administration will continue to ask for specific professional development needs in this area to plan for staff meetings, grade level meetings and PLC.</p> <ul style="list-style-type: none"> -Common assessment data will be discussed at PLC meetings to determine remediation plans for students that did not reach proficiency. -Lesson plans will be reviewed to provide feedback on alignment of standards to tasks completed. -Teachers use engagement strategies in the classroom to ensure students mastery of standards. -Implement cross curricular activities using CKLA materials -Purchase of a high-quality instructional resource Teacher Created Materials. 			

Goal 2 (State your science, social studies, and writing goal.): *Increase writing proficiency from 80% P/D students in 2024 to 90 % of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase writing proficiency from 80% P/D to 85% by October 2025.	<p>KCWP2: Design and Deliver Instruction Classroom Activities</p> <p>KCWP 4: Review, Analyze Apply Data</p>	<p>Writing pieces are due monthly for all grade levels. Teachers will discuss strengths and challenges at PLC after each writing piece. Writing scrimmages will take place in fifth grade throughout the year to practice writing on-demand pieces.</p>	<ul style="list-style-type: none"> -Learning Walks and Lesson Plans -Monthly writing pieces -KSA Data 	<ul style="list-style-type: none"> -Learning walk data -Learning walks feedback -Weekly PLC Meetings notes after writing pieces are due 	

Goal 2 (State your science, social studies, and writing goal.): *Increase writing proficiency from 80% P/D students in 2024 to 90 % of all students P/D rate in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> -Lesson plans will be reviewed to provide feedback on alignment of standards to tasks completed. -Teachers use engagement strategies in the classroom to ensure students mastery of standards. -Implement cross curricular activities using CKLA materials -Targeted learning walks will be completed monthly to provide feedback regarding individual products and adjustment of instruction across all contents. Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan future lessons. Administration will continue to ask for specific professional development needs in this area to plan for staff meetings, grade level meetings and PLC. -Vertically align writing expectations from Kindergarten through fifth grade to ensure specific skills are being built on each year. 			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Collaborate to increase reading from 17% P/D to 33% P/D by October 2025 for students with disabilities.</p> <p>Objective 2: Collaborate to increase math from 19% P/D to 35% P/D by October 2025 for students with disabilities.</p>	<p>KCWP2: Design and Deliver Instruction Classroom Activities</p> <p>KCWP 4: Review, Analyze Apply Data</p> <p>KCWP6: Establishing Learning Culture and Environment Classroom Activities</p>	<p>-Special education teachers collaborate with general education teachers to ensure that students are getting the correct SDI during instruction. Also, the correct accommodations on assessments.</p> <p>-Special education teachers attend weekly PLC to analyze determine trends on assessments and discuss standards-based instruction and create individual plans for all GAP students to demonstrate mastery on grade level standards.</p> <p>-Provide professional learning sessions on instructional strategies in the collaboration and resource setting.</p> <p>-Collaboration teams will meet before or after school to develop plans for the collaboration setting</p> <p>-Targeted Instructional Walks (standards-based instruction in collaboration and IEP goal instruction in resource)</p> <p>-Weekly lesson plan review to provide feedback for collaboration plans and resource plans</p>	<p>-Weekly review collection of progress monitoring graphs for students with disabilities in reading.</p> <p>-Utilizing the Multi-tiered System of Support to identify students in tier I, II and III for mental health support with the implementation of Zones of Regulation</p> <p>-Reduction in office referrals for behavior and school safety</p> <p>-Review of participation in extracurricular activities reviewed yearly.</p> <p>-FRC tracking of parent participation in parent events.</p> <p>-Learning walks in intervention and</p>	<p>-Progress monitoring data graphs</p> <p>-Data dashboard</p> <p>-RBTL minutes</p> <p>-Weekly PLC meetings</p> <p>-Attendance at extracurricular activities.</p> <p>-Student surveys regarding extracurricular activities.</p> <p>-Behavior referrals</p> <p>-SEB Data</p> <p>-PBIS committee minutes</p> <p>-Monthly learning walk data for collaboration and resource</p>	<p>-\$8,000 co-teaching planning</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> -Extracurricular activities are provided to students. These activities are determined by student interest through survey -Every student has an adult advocate. Advocates lead SEB lessons and provide support to fifth grade students on the transition ready criteria -Provide support for students/families to reduce barriers to learning. This includes attendance, resources in the community, everyday living needs -FRC along with PTA/SBDM committees plan family events through out the year. Events are both academic and social in order for our school community to stay connected to Kenton -Students are assigned intervention according to skill deficit and progress. -Parents are notified when students change an intervention 	<ul style="list-style-type: none"> review of success of the interventions -Progress monitoring data, assessment data (Performance Matters, MAP) -Teacher feedback from professional learning session. 		

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the percentage of students exiting the EL program from 15% in October 2025 to 57% in October 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students exiting the EL program from 15% in October 2024 to 32% in October 2025.	KCWP 2: Design and Deliver Instruction Classroom Activities KCWP 4: Review, Analyze Apply Data	<ul style="list-style-type: none"> -Use formative and summative (Performance Matters assessments, MAP) evidence to inform what comes next for individual students and groups of students. -Individual plans (PSP) will be developed and implemented throughout the school year. -Teachers meet with district staff to create individual student plans to implement that include strategies to ensure they meet their academic goals. This includes implementing strategies from the district EL toolkit. -Students work with district staff in the classroom and in pullout groups to work on grade level standards. 	<ul style="list-style-type: none"> - Weekly assessment measures, MAP data -Data will be collected by EL teachers to determine growth in the program 	<ul style="list-style-type: none"> -Weekly math data to determine P/D percentages of students -Weekly MTSS meetings -PSP Data -Formative and summative assessments 	\$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): *To increase the overall quality and school climate and safety survey percentage from 78.5 % in 2024 to 89% in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percentage of students agree/strongly agree that students from this school respect each other's differences (gender, culture, race, religion, ability) from 78.5% in October 2024 to 83% in October 2025.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> -Cultural awareness committee was merged with other SBDM committees this year to plan lessons and give resources to teachers to implement. Teachers will participate in professional learning sessions that are focused on cultural awareness. -FRC works with preschool students using Baby Doll Circle Time Curriculum -Teachers lead Tier I social emotional lessons following the Zones of Regulation Curriculum. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills. -All students are assigned an adult advocate that provides social emotional support throughout the school year. Advocates also work with students on transition ready requirements in fifth grade. Specific students are assigned a second adult advocate if they need help in a specific area. -School Social worker implements classroom guidance lessons on cooperation. 	<ul style="list-style-type: none"> -Attendance in PD -Lesson plans -Teachers and administrators review behavior data -Weekly review of SEB data -SEB Lessons -Transition Ready Surveys -Social worker lesson plans 	<ul style="list-style-type: none"> -Staff meeting/grade level meeting minutes -Committee minutes -Lesson plans -Behavior data -Behavior Referral -MTSS data -SEB data -Transition ready data -Behavior Referrals 	\$0

Goal 5 (State your climate and safety goal.): *To increase the overall quality and school climate and safety survey percentage from 78.5 % in 2024 to 89% in 2029.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> -Lessons will be implemented on bullying (including cyber bullying) for all grade levels. -Professional development will take place throughout the year for all staff members on restorative practices strategies. -Teachers provide lessons that are culturally responsive. -Provide support for students/families to reduce barriers to learning. This includes attendance, resources in the community, everyday living needs -FRC along with PTA/SBDM committees plan family events through out the year. Events are both academic and social in order for our school community to stay connected to Kenton 			

8: Other (Optional)

Goal 8 (State your separate goal.): Impact Survey: *By 2028, Kenton Elementary will increase the percentage of teachers who feel available professional development sessions are valuable from 40% to 70%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase valuable professional development sessions from 40% in Winter 2024 to 52% in Spring 2026.	KCWP 6: Establishing Learning Culture and Environment KCWP 5: Design, Align and Deliver Support	-Create a survey for staff regarding professional learning sessions for the upcoming school year. -Monthly learning walk data used to differentiate staff meetings and grade level meetings throughout the year. Complete data analysis during PLC meetings to determine needs for professional development.	Administration will review survey results to implement professional development sessions according to results. Administration will use walk data to determine needs for staff. MAP Data, Weekly assessment data, progress monitoring data, reduction of behavior referrals.	Survey Results Instructional walk data Data from Aimsweb, Dibels, MAP, PBIS meeting minutes, MAP Fluency	\$0

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