2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09182024_19:47

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools - 2024-2025 Phase One: Continuous Improvement Diagnostic

for Schools_09182024_19:47 - Generated on 12/05/2024

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2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 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)

White's Tower Elementary School

• 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.
    Robyn Rolf

    9/18/2024

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2024-2025 Phase One: Executive Summary for Schools

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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?

White's Tower Elementary (WTE) is a Preschool - 5th grade school with a population of 638. We are one of 11 elementary schools in the Kenton County School District. WTE is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. WTE has approximately 75 employees including both certified and classified staff. We are proud to provide a family atmosphere to our students, staff and our students' families. WTE's student population is made up of 87.15% of students being Caucasian and 12.86% consisting of minority population. We are fortunate in the fact that we have a school-wide Title I program. Approximately 41% of out student population is free or reduced lunch status and we have an attendance rate of 95.25%. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child. WTE assigns every student an adult advocate to support, engage and empower the child to ensure their voices are heard. In collaboration with our district, WTE is 1:1 with technology at all grade levels. WTE has fully implemented our district wide Learning Management System including Schoology and Performance Matters, which grounds stakeholders in forward facing progress to make instructional decisions that are best for students and improve overall achievement. In the 2023-2024 school year, WTE adopted a new ELA curriculum K-5 and have been working collaboratively with the district to ensure the program is being implemented with fidelity and is aligned with Kentucky Academic Standards. Though team leaders, literacy leaders and on going job embedded professional development, teachers have the opportunity to work collaboratively to plan rigorous ELA instruction. WTE is fortunate to have and extremely active and supportive Parent Teacher Association (PTA). Over the last several years, the PTA has raised money to purchase a digital marquee, new safety radios, a book vending machine, grade level funds for field trips as well as additional needs to support and assist students and teachers. WTE prides itself in supporting and fostering the district goal of 100% transition readiness. Transition readiness is a preschool- 5th grade endeavor. Students are recognized for attendance goals, assessment proficiency and have the opportunity to participate in an in-school club 4 times a year. Additionally, WTE offers many other extra curricular activities such as Academic Team, Archery, Running Club, Chorus, Basketball, Cheerleading, Yearbook, Student Leadership and STLP.

School Stakeholders

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

White's Tower Elementary's (WTE) stakeholder group consists of our SBDM council, school staff, family and community members. Together, stakeholders share in the understanding of the school's mission and serve as a positive force to achieve outcomes for all students and sustain those outcomes overtime to ensure all students receive a world class education. Through collaborative efforts, stakeholders engage in data analysis to identify areas of needed improvement or growth as well as celebrating milestones. WTE's SBDM Council analyzes data monthly. This data, as well as triangulated data (trend data) for Common Assessments , Kentucky Summative Assessment (KSA), formative assessments, screeners, diagnostic assessments, social emotional behavior data and attendance data guide the action steps and strategies is the school action plan. School staff is working diligently with families and community partners to ensure every student leaves each grade level being Transition Ready. Some examples of the collaboration are as follows: Parent Literacy Nights provide opportunities for school staff to collaborate with families to develop stakeholder understanding of best practices in literacy and math and provide an opportunity for staff to equip families with the tools they need to support learning at home. WTE fosters relationships with community partners to bridge the connection between school, home and community though activities with groups like Kenton County Library, Dominic's Taekwondo, Girl Scouts/Boy Scouts of America, St. Elizabeth Hospital and the Cooperative Extension Services. The active PTA is dedicated to fundraising to improve student achievement, student attendance, student celebrations and the well being of all students. Monthly newsletters, weekly updates and monthly at home literacy and math connections include strategies and best practice to ensure all students are Transition Ready at each grade level including attendance strategies, extracurricular activities and best instructional practices to improve literacy and numeracy achievement.

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.

White's Tower Elementary (WTE) school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." WTE stakeholders carry out this mission statement in numerous ways. We believe in shared decision making with stakeholders, which is accomplished though our SBDM council and PTA, lead teachers inclusive of representation from each grade level and department. Lead teachers meet twice a month to engage in meaningful and purposeful collaborative discussions centered around student data driven from our school action plan. WTE has strong systems and structures in place that hold all stakeholders accountable to ensuring all students are transition ready though a comprehensive MTSS process. WTE follows the instructional priorities of the district. WTE makes it a priority to provide Effective instruction at all tiers though rigorous standards based instruction that generates regular checks for learning from all students (Tier 1) and the fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier

II/III/Special Education). Additionally, WTE uses Effective Professional Learning Communities (PLC's) weekly. PLC meetings allow for the use of data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps. Every eight weeks, progress checks take place to determine student progress in Tier II and Tier III and identify necessary next steps. WTE has strong relationships with our families and community and recognize that family and community engagement are crucial to school improvement needs. WTE works closely with our PTA and community partners to provide a variety of opportunities to deepen relationships with families and the community. Some of these events include PTA Family Dances, PBIS Family Night, Literacy and Math Nights, STEM Night, Breakfast with my Bearcat, PE with my Person, PTA Dances, PTA meetings and a back to school Ready-feast where families come in and meet their child's teacher and have access to resources to start the year. WTE wants each and every student to perform at his/her highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming transition ready. As a school, we utilize Positive Behavior Intervention and Supports (PBIS) to reinforce students' positive behavior choices though our 3B's (Be Respectful, Be Responsible and Be Safe) and hold monthly Towerbrations where classes and individuals are recognized for following 3B behavior.

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.

White's Tower Elementary (WTE) is focused on making sure all students attend school daily, are Transition Ready and receive a world class education. WTE focuses on maintaining a positive culture with a positive growth mindset to ensure all students learning needs are met. During the 23-24 school year, WTE set a goal for ELA of using Amplify Knowledge Unit Assessment data to sustain a 78% proficient/distinguished score schoolwide in the area of reading. At the end of 23/24 school year, WTE students were 72.3% proficient and distinguished on Amplify Knowledge Unit Assessments. WTE tracked Math Common Assessment Schoolwide Data and at the end of the 23/24 school year, WTE students scored 63.33% proficient/distinguished. WTE set an additional goal for our Students With Disabilities (SWD) to sustain a 70% proficient/distinguished score in ELA on Amplify Knowledge Unit Assessment data in the area of reading. At the end of 23/24 school year, WTE SWD were 46.58% proficient and distinguished on Amplify Knowledge Unit Assessments. WTE tracked Math Common Assessment Schoolwide Data for SWD and at the end of the 23/24 school year, WTE SWD scored 69.47% proficient/distinguished. An area of improvement would be proficiency in reading and math for our SWD. In 22-23 WTE earned an overall Green ranking on Kentucky Summative Assessment (KSA), 77.7% of students were proficient or distinguished in reading and math. Additionally, 45.2% of SWD scored proficient or distinguished in reading and math and 71.0% of our Free and Reduced Lunch population scored proficient or distinguished in reading and math . 23-24 Preliminary KSA data shows that 75.1% of

students were scored proficient or distinguished in reading and math, a decrease of 2.6%. Additionally, 31.8% of SWD scored proficient or distinguished in reading and math and 50.4% of our Free and Reduced Lunch population scored proficient or distinguished in reading and math, both decreases from 22-23. An area of needed growth that WTE has prioritized is to increase our overall student proficiency in both reading and math for our SWD and Free and Reduced Lunch student population. WTE has a very low EL student population. Fall 2024 MAP data shows that for overall achievement for all students, there was a median percentile rank of 67 in math and 65 in reading. Looking at growth and achievement from Fall 23 to Fall 24 there was a median percentile rank in math of 66 in Fall 23 to 67 in Fall 24 for growth. In reading, there was a median percentile rank in of 65 in Fall 23 to 64 in Fall 24 for a slight decrease. WTE is committed to strengthening our instruction at all levels and to look for skill deficits for students who need additional interventions in reading and math.

KSA Trend Data for All Students:

23-24 Reading and Math Proficiency: 75.1

22-23 Reading and Math Proficiency:77.7

21-22 Reading and Math Proficiency: 81.7

Spring MAP Math Median Percentile Trend Data for All Students:

K: 70 (23-24), 80 (22-23), 70 (21-22)

1: 80 (23-24), 77 (22-23), 73 (21-22)

2: 59 (23-24), 64 (22-23), 59 (21-22)

3: 59 (23-24), 64 (22-23), 64 (21-22)

4: 60 (23-24), 49 (22-23), 52 (21-22)

5: 54 (23-24), 61 (22-23), 49 (21-22)

Spring MAP Reading Median Percentile Trend Data for All Students:

K: 64 (23-24), 75 (22-23), 73 (21-22)

1: 76 (23-24), 69 (22-23), 64 (21-22)

2: 60 (23-24), 90 (22-23), 57 (21-22)

3: 60 (23-24), 65 (22-23), 71 (21-22)

4: 61 (23-24), 63 (22-23), 58 (21-22)

5: 61 (23-24), 63 (22-23), 68 (21-22)

KSA Trend Data for Students with Disabilities:

23-24 Reading and Math Proficiency: 38.1

22-23 Reading and Math Proficiency: 45.2

21-22 Reading and Math Proficiency: 41.2

Spring MAP Math Median Percentile Trend Data for Students with Disabilities:

K: 58 (23-24), 54 (22-23), 73 (21-22)

1: 31 (23-24), 67 (22-23), 59 (21-22)

2: 20 (23-24), 38 (22-23), 41 (21-22)

3: 59 (23-24), 20 (22-23), 34 (21-22)

4: 7 (23-24), 34 (22-23), 12 (21-22)

5: 16 (23-24), 13 (22-23), 37 (21-22)

Spring MAP Reading Median Percentile Trend Data for Students with Disabilities:

K: 67 (23-24), 61 (22-23), 57 (21-22)

1: 25 (23-24), 55 (22-23), 31 (21-22)

2: 12 (23-24), 42 (22-23), 57 (21-22)

3: 53 (23-24), 55 (22-23), 41 (21-22)

4: 11 (23-24), 41 (22-23), 32 (21-22)

5: 19 (23-24), 19 (22-23), 34 (21-22)

An area of improvement for all students and students with disabilities is to increase reading and math proficiency. White's Tower Elementary has created a schoolwide action plan with goals focusing around increasing proficiency in these areas. Though action steps and continuous review, data will be monitored for progress on our action plan goals.

Additional Information

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

White's Tower Elementary teachers and staff take great pride in building relationships and getting to know each and every student and family. These positive relationships allow teachers and staff to get to know how students learn best and build trusting relationships with one another. WTE recognizes outstanding achievements of all students in the areas of literacy and math proficiency, student attendance, Transition Readiness and Bearcat Achievement.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase One: School Safety Report_09192024_12:58

2024-2025 Phase One: School Safety Report

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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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)?

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

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

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

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

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

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

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

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

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

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

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

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
Yes. July 22, 2024

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

Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes, August 14, 2024

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

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

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

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

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

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10152024_17:59

2024-2025 Phase Two: The Needs Assessment for Schools

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

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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.

Data is consistently reviewed and analyzed at White's Tower Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (LMS) of Performance Matters. Data looked at weekly includes school wide common formative assessments, district common assessments, MAP Growth data, MAP Fluency data, software data and KSA data. The data is tracked on a PLC Assessment Data Tracking sheet that documents the data, looks at commonly missed questions and standards, students trending below proficiency and action steps for bring all students to proficiency. A KSA data dig is was completed with both quality control data and released data. This data was used for celebration, recognition and for systems and structures to ensure all lessons are aligned to KAS standards. Individual student data was used for celebration and to create MTSS groups based on student ability to ensure all students are getting what they need. The MTSS Team consists of general education teachers, special education teachers, the school psychologist, school counselors, district reducing barriers to learning (RBTL),

interventionists, attendance secretary, family resource coordinator, assistant principal and principal. This team meets every eight weeks to discuss any student that is currently receiving interventions or any student that is referred for an academic, behavior, social emotional or attendance concern and determines if the student needs to receive an intervention (Tier 2 Instruction). For students already receiving interventions, the team reviews data to determine if the students are making adequate progress, need additional intervention or can exit interventions. Meetings are documented with minutes and an MTSS dashboard that is updated during data checks. The SBDM Council (two parents, three teachers and principal) look at a different data set each month. Councils review attendance data and behavior data every month. The SBDM Council reviews MAP Growth Data, MAP Fluency Data and KSA data at various meetings throughout the year as data is released. Meetings are documented with meeting minutes each and posted on the school website.

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?

White's Tower Elementary proficiency goals and objectives from last year's Comprehensive School Improvement Plan (CSIP) were focused on increasing proficiency for all students in the areas of Reading, Math, Science and Social Studies as well as increasing proficiency for students with disabilities (SWD) students in the areas of Reading and Writing and to exit students in the English Learners program.

When looking at goals and objectives for all students, WTE had a goal to increase the percentage of Reading proficiency for all students from 60% in 2023 to 78.6% by 2026 as measured by the school report card and increase the percentage of Math proficiency for all students from 61% in 2023 to 79.6% by 2026 as measured by the school report card.

When looking a the the yearly objectives, in the area of Reading, WTE's yearly objective was to increase reading proficiency from 60% in 2023 to 66.2% in 2024 as measured by the school report card. This objective was not met. In 2024, WTE scored 54% proficiency which was a decrease of 6% from the 2023 school year. In the area of Math, WTE's yearly objective was to increase reading proficiency from 61% in 2023 to 67.2% in 2024 as measured by the school report card. This objective was not met. In 2024, WTE scored 62% proficiency, not meeting our objective but we did increase of 1% our overall Math proficiency score for all students in the 2024 school year.

When looking at goals and objectives for all students, WTE had a goal to increase the percentage of all students in Science proficiency from 50% in 2023 to 62% in 2026 and Social Studies proficiency from 53% in 2023 to 71.6% in 2026.

When looking a the the yearly objectives , in the area of Science, WTE's yearly objective was to increase reading proficiency from 50% in 2023 to 54% in 2024 as measured by the school report card. This objective was not met. In 2024, WTE

scored 39% proficiency which was a decrease of 11% from the 2023 school year. In the area of Social Studies, WTE's yearly objective was to increase reading proficiency from 53% in 2023 to 59.2% in 2024 as measured by the school report card. This objective was not met. In 2024, WTE scored 47% proficiency which was a decrease of 6% from the 2023 school year.

When looking at goals and objectives for GAP students, WTE had a goal to collaborate to increase the proficiency of combined writing scores for students with IEPS from 0% in 2023 to 25% in 2024. The objective was not met. In 2024, WTE scored 8% proficiency, not meeting our objective but we did increase of 8% our overall Combined Writing proficiency score for students with IEPS in the 2024 school year.

Additionally, WTE has a second goal for GAP students, WTE had a goal to collaborate to increase the proficiency of Reading scores for students with IEPS from 25% in 2023 to 50% in 2024. This objective was not met. In 2024, WTE scored 18% proficiency which was a decrease of 7% from the 2023 school year.

When looking at goals and objectives for EL students, WTE had a goal to exit students from the English Lerner program from 25% in 22-23 to 50% in 23-24. WTE had 6 EL students in the 23-24 school year. 1 student tested out of the EL program, but it was only 16.6% of EL students exiting the program.

WTE has implemented strong structures and systems to increase student proficiency. While we did not meet some of our yearly objectives, the designated activities and actions identified in our CSIP remain our focus. Strategies and activities target areas of need as indicated by out data and reflect best practices which will result in improvements in student understanding which will increase student achievement. WTE has strong MTSS structures at all tiers and are focusing on building capacity with teachers, completing monthly instructional learning walks and feedback in each classroom around the Cycle of Quality Instruction in all Math and ELA classrooms aligned with the KCSD Professional Learning Priorities. Tier 2 and Tier 3 interventions have systems and structures to ensure that students are getting interventions in appropriate areas and closing gaps to meet grade level proficiency. WTE has identified areas where we are focusing growth. Lesson planning is a priority. Throughout the school year, teachers create and use lesson plans that are aligned with the Kentucky Academic Standards, KCSD district timelines, HQIRs and follow the cycle of quality instruction. Administration complete weekly lesson plan checks and provide feedback to teachers as well as feedback during monthly instructional walks. Assessment is a priority at WTE. Throughout the school year, teachers create and use one Amplify CKLA Knowledge based school level Common Formative Assessment per each unit. Teachers in grades K-2 create and use one Amplify CKLA Skills based school level Common Formative Assessment per each unit. Throughout the year, teachers create and use one Math assessment per standards cluster per unit (at least 8 questions on the standards cluster and at least 2 spiral review questions) Throughout the year, teachers create and use one Science assessment per unit over concept from the standards covered on the timeline. Throughout the year, teachers create and use one Social Studies assessment per unit over concept from the standards covered on the timeline. After assessments, data is reviewed in weekly data PLCs. Every Wednesday grade levels

meet with their sped collaborative teacher and admin to review assessment data from the previous week. Through the use of Performance matters, teams analyze both common formative assessments and district common assessments to develop next steps in both ELA and Math and identify areas of need and necessary instructional adjustments. If students do not meet benchmark on CFAs, lesson plans reflect adjustments in instruction for these students identified on the dashboard. On going job embedded professional learning with a focus in literacy and math focus and a Science of Reading Shift is a priority. On-going Tier I professional learning opportunities based on data analysis (walks and assessments). Job embedded PD take place during monthly PLCs, Faculty Meetings, Book Studies and Information in the Weekly Bearcat Bulletin to provide teachers with support to grow their knowledge of the content they are teaching.

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.

Data trends from the two previous academic years show continued growth in Math proficiency for all students. Looking at trend in 2022, WTE scored 61% proficiency in math. In 2023, WTE scored 61% proficiency in math. In 2024. WTE scored 62% proficiency in math. We have been able to maintain and have an overall 2% increase from 2021 to 2024. Looking at Math trend data for students with disabilities, in 2022, students with disabilities scored 27% proficiency in math. In 2023, students with disabilities scored 25% proficiency in math. In 2024, students with disabilities scored 20% proficiency in math. We have had a decrease of 7% proficiency in Math for students with disabilities from 2021 to 2024.

Data trends from the two previous academic years show in Reading proficiency have decreased for all students. Looking at trend in 2022, WTE scored 64% proficiency in reading. In 2023, WTE scored 60% proficiency in reading. In 2024. WTE scored 54% proficiency in reading. We have had have an overall 10% decrease from 2021 to 2024. Looking at Reading trend data for students with disabilities, in 2022, students with disabilities scored 21% proficiency in reading. In 2023, students with disabilities scored 25% proficiency in reading. In 2024, students with disabilities scored 18% proficiency in reading. We have had a overall decrease of 3% proficiency in reading for students with disabilities from 2021 to 2024.

Data trends from the two previous academic years show continued growth in Science proficiency for all students. Looking at trend in 2022, WTE scored 33% proficiency in science. In 2023, WTE scored 50% proficiency in science. In 2024. WTE scored 39% proficiency in science. We have had and increase of 6% in overall

proficiency from 2021 to 2024, but there was a decrease in overall proficiency from 2023 to 2024.

Data trends from the two previous academic years show continued growth in Social Studies proficiency for all students. Looking at trend in 2022, WTE scored 44% proficiency in social studies. In 2023, WTE scored 53% proficiency in social studies. In 2024. WTE scored 47% proficiency in social studies. We have had and increase of 3% in overall proficiency from 2021 to 2024, but there was a decrease in overall proficiency from 2023 to 2024.

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.
Current Academic State:

When looking at data, the current academic state of WTE had 62% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Math, 54% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, 39% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Science, 47% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Social Studies and 46% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Combined Writing. WTE had 20% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Math, 18% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, 23% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Science, 8% of students with

disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Social Studies and 8% of students with disabilities (SWD) score proficient or distinguished on the Kentucky Summative assessment (KSA) in Combined Writing. According to the Brigance assessment that was administered in the Fall of 2023, 57% of kindergarten students were ready for Kindergarten and 43% of students were ready with interventions for Kindergarten. For the MAP Growth assessment in the fall of 2024, Third grade students scored a median RTI percentile of 63 in math, compared to the district mean of 63. Fourth grade students scored a median RTI percentile of 64 on math, compared to the district mean of 64. Fifth grade students scored a median RTI percentile of 64 in math, compared to the district mean of 64. For the MAP Growth assessment in the fall of 2024, Third grade students scored a median RTI percentile of 67 in reading, compared to the district mean of 67. Fourth grade students scored a median RTI percentile of 58 in reading, compared to the district mean of 69. Fifth grade students scored a median RTI percentile of 59 in reading, compared to the district mean of 67. According to the ACCESS data from the spring 2024, 67% of students made growth and 20% of students exited.

Non-Academic Current State:

White's Tower Elementary's school attendance rate for the 2023-2024 school year was 95.25% with a goal of 96.25%. Quality School Climate Survey results from the 2024 KSA spring assessment indicate that 90.67% of students believe that school is a caring place. 93.67% of students believe that adults from my school care about me. 95.33% of students believe adults from my school work hard to make sure students are safe and 93.33% of students believe adults from this school respect students' differences (gender, culture, race, religion, ability). On the 2023-2024 Impact Survey 79% of WTE staff are optimistic that WTE will improve in the future, 79% of WTE staff believe school staff effectively communicate important information to teachers, an increase of 3 points from 2021-2022. 63% of WTE staff believe that they have opportunities for professional development related to their content, which was an increase of 1% from 2020 Impact survey.

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 gap learners.

According to the KSA state assessment data in the spring of 2024, 54% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, which is a decline of 6% from the previous school year. In Reading, our students with disabilities scored 18% proficiency on the KSA spring 2024 test, which was a 7% decrease from the previous school year. According to the KSA state assessment data in the spring of 2024, 46% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Combined Writing, which is a decline of 5% from the previous school year. According to the KSA state assessment data in the spring of 2024, 39% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Science, which is a decline of 11% from the previous school year. According to the KSA state assessment data in the spring of 2024, 47% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Social Studies, which is a decline of 6% from the previous school year.

According to the KSA state assessment data in the spring of 2024, 18% of SWD scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, which is a decline of 7% from the previous school year. According to the KSA state assessment data in the spring of 2024, 20% of SWD scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, which is a decline of 25% from the previous school year.

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.

White's Tower Elementary has been able to maintain proficiency in math for all students with 62% scoring proficient or distinguished on the spring 2024 KSA. This is a slight increase of 1% from the previous year. The systems of support we have implemented for math can below adapted to address our low performance in reading. In reading, trend data shows a decrease of all students scoring proficient and distinguished. In the spring of 2022, 64% of our students scored proficient and distinguished in reading, in the spring of 2023, 60% of our students scored proficient and distinguished in reading and in the spring of 2024, 54% of our students scored proficient and distinguished in reading. Additionally, students with

disabilities have been decreasing in proficiency in reading. trend data shows a in the spring of 2022, 21% of our students scored proficient and distinguished in reading, in the spring of 2023, 25% of our students scored proficient and distinguished in reading and in the spring of 2024, 18% of our students scored proficient and distinguished in reading. The systems we have in place for math can be implemented for reading to address our low performance. In math, WTE has math lessons aligned to KAS standards and focused clear learning targets. Teachers have formative assessments and district common assessments that focus on standards and measure student proficiency. For students not prolificacy actionable steps are identified to close gaps. In reading, WTE has adopted the high quality instructional resource of Amplify CKLA and last year followed the program to fidelity. This year teachers are aligning the HQIR to Kentucky Academic Standards and using KSA language in the classroom. There is on-going work to to deepen stakeholder awareness of the Kentucky Academic Standards in order to provide meaningful tasks that allow students opportunities to understand the depth of the standard and intentional planning. Last year teachers gave the assessments from the Amplify CKLA curriculum, this year they are creating common formative assessments from each unit and giving district common assessments three times a year. There is on going weekly data analysis of formative assessments and common assessments for student mastery and reteaching needs weekly.

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

📄 WT School Key Elements

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.

After analyzing the key elements of teaching and learning White's Tower Elementary will focus on its resources, time and efforts to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review Analyze and Apply Data. WTE will continue our focus on reviewing weekly common assessment data in PLCs to identify and make adjustments to instruction to ensure mastery of standards for ALL students in the areas of reading and math. In addition, we continue to utilize our Performance Matters to analyze common formative assessments, district common assessments and student intervention data to dig deeper into areas of needed growth for students. This data will allow stakeholders to make on-going instructional adjustments in real time to improve student achievement. With being in year two of our adoption of the new literacy HQIR of Amplify CKLA, we will continue to make the shift from balanced literacy to the science of reading and provide on going professional development for teachers. WTE will continue our work to provide high quality instruction to all students by feedback on monthly walks to teachers on the elements of quality instruction. Learning walk trends and assessment data will be used to provide intentional and differentiated professional development for stakeholders at monthly plcs, staff meetings and other professional development opportunities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements		•
📄 WT 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?		1. Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. 2. Breakdown of common formative assessments and district common assessments though the schoolwide Google sheet for assessment analysis. 3. Stakeholders participate in district professional development with a focus on deepening standard knowledge and HQIR fidelity. 4. Weekly lesson plan reviews for alignment to the Kentucky Academic Standards with rigorous tasks and products from all students.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	1. Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices. 2. CKLA Learning walks are being implemented to support the shift to the Science of Reading in year two of our HQIR adoption. 3. Multi-Tiered Support System (MTSS) is on place. MTSS progress is reviewed every eight weeks for students in Tiered interventions.

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		4. Weekly lesson plan reviews for alignment to the Kentucky Academic Standards with rigorous tasks and products from all students.
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?		1. Administration and staff follow the KCSD Balanced Assessment System informing instruction for students success beginning with Assessment For Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments) 2. Weekly and District Common Assessments are implemented with fidelity and taken in the Learning Management System of Performance Matters and recorded on our schoolwide Google sheet for assessment analysis. 3. Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLC's, MTSS meetings to analyze data and make informed decisions.
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?	Yes	1. Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach. 2. Additional PLCs for job embedded professional development differentiated for grade level teachers or school wide depending on classroom walk feedback, assessment data and observations. 3. Special education accountability to student data analysis of IEP progress towards proficiency and mastery of grade level

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		standards. Sped data digs and IEP progress data are used to determine students who need instructional changes.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	1. Performance Matters is the Learning Management System that tracks standards based mastery for all students across content areas as well as intervention data and MAP data. 2. School Special Education Dashboard tracks students making progress on IEP goals. 3. PLC Agendas and Minutes to track evidence discussed and next steps. 4. District Data Dashboards to track common assessment data, MAP data, MTSS data, compliance data and transition readiness data across the district. This data is used to compare the progress of students at White's Tower Elementary and network with other schools showing success.
KCWP 6: Establishing Learning Culture and Environment 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?	Yes	1. Attendance and academic achievement recognition throughout the year to track and improve transition readiness. 2. PBIS focused school. 3. All students have an adult advocate. 4. Student Climate Survey and Impact Survey Results are both evidence pf positive school culture. 5. Community Engagement and Partnerships with families and organizations. 6. Various extracurricular activities to assist with all students being engaged, well rounded students.

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2024-2025 Phase Two: School Assurances

White's Tower Elementary School
Robyn Rolf
2977 Harris 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.

o Yes

o 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.

o Yes

o No

● **N/A**

COMMENTS

Title I Programs

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

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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7. The school provides parents of participating children 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**
o No
o 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**
o No
o 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**
o No

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o 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**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

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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**
- o No
- o N/A

COMMENTS

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

- ● **Yes**
- o No
- o N/A

COMMENTS

Title I Schoolwide Programs

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

- ● **Yes**
- o No
- o N/A

COMMENTS

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

- ● **Yes**
- o No
- o N/A

COMMENTS

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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**
o No
o 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**
o No
o 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**
o No
o 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

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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**
o No
o 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**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A

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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.

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o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o No

● **N/A**

COMMENTS

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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.

o Yes
o 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).

o Yes
o 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).

o Yes
o 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

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White's Tower Elementary School

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

   o Yes

   o 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.

   o Yes

   o No

   ● **N/A**

COMMENTS

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White's Tower Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: Comprehensive School Improvement
Plan_11132024_22:21

2024-2025 Phase Three: Comprehensive School Improvement Plan

White's Tower Elementary School
Robyn Rolf
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

2024-2025 Phase Three: Comprehensive School Improvement Plan - 2024-2025 Phase Three: Comprehensive School Improvement Plan_11132024_22:21 - Generated on 12/05/2024

White's Tower Elementary School

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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, Baldridge, etc.*).

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

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

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

📄 WT School Key Elements

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 for improvement according to the needs assessment are:

-In the spring of 2024, 54% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Reading, which is a decline of 6% from the previous school year.

-In Reading, our students with disabilities scored 18% proficiency on the KSA spring 2024 test, which was a 7% decrease from the previous school year.

-In the spring of 2024, 46% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Combined Writing, which is a decline of 5% from the previous school year.

-In the spring of 2024, 39% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Science, which is a decline of 11% from the previous school year.

-In the spring of 2024, 47% of all students scored proficient or distinguished on the Kentucky Summative assessment (KSA) in Social Studies, which is a decline of 6% from the previous school year.

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

KCWP 2: Design and Deliver Instruction: Staff will continue to focus on the cycle of quality instruction, with a focus on standard alignment to KAS standards and products completed for every student. Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices. The data from the learning walks will be used to plan monthly staff meetings and monthly PLC meetings to best support teachers. Staff will continue to meet weekly at PLC meetings to discuss student assessment data and teachers will develop remediation plans for groups of students and individual students based on assessment data.

KCWP 4: Review, Analyze and Apply Data Results: Formative and summative assessment data is analyzed weekly at PLC meetings. At these meetings, teachers analyze NAPD for all students and GAP students. Teachers analyze questions and standards that are commonly missed and identify trends of students who are scoring apprentice and proficient. The academic MTSS process is utilized for both

academic performance and social emotional/behavior needs. Progress monitoring data is used to determine that tiered intervention a student needs to close their gap in learning. The MTSS team meets every eight weeks to analyze student data and determine progress and next steps.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 WT School Key Elements		•

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.

According to the assessment data (KSA) in the spring of 2024, 54% of all students scored proficient and distinguished in Reading, which is a decline of 6% from the previous school year. In Reading, students with disabilities scored 18% proficient and distinguished, which was a decrease of 7% from the 22-23 school year. Our students with disabilities also saw a increase of students with disabilities scoring novice in both Reading and Math. In Reading, in the Spring of 2023, 35% of students with disabilities scored novice and in 2024, 41% of students with disabilities scored novice. In Math, students with disabilities scoring novice in the spring of 2023 were 45% and increased to 50% in 2024. In writing, 47% of all students scored proficient and distinguished in 2024, which was a decline of 4% from 2023. Assessment data from ACCESS test in the spring of 2024 shows that 67% of our EL students made growth in the EL program, which is a decline of 33% from the 2023 school year.

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.

KCWP 2: Design and Deliver Instruction
1. Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.
2. CKLA Learning walks are being implemented to support the shift to the Science of Reading in year two of our HQIR adoption.
3. Multi-Tiered Support System (MTSS) is in place. MTSS progress is reviewed every eight weeks for students in Tiered interventions.
4. Weekly lesson plan reviews for alignment to the Kentucky Academic Standards with rigorous tasks and products from all students.

KCWP 4: Review, Analyze and Apply Data
1. Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.
2. Additional PLCs for job embedded professional development differentiated for grade level teachers or school wide depending on classroom walk feedback, assessment data and observations.

3. Special education accountability to student data analysis of IEP progress towards proficiency and mastery of grade level standards. Sped data digs and IEP progress data are used to determine students who need instructional changes.

KCWP 5: Design, Align and Deliver Support
1. Performance Matters is the Learning Management System that tracks standards based mastery for all students across content areas as well as intervention data and MAP data.
2. School Special Education Dashboard tracks students making progress on IEP goals.
3. PLC Agendas and Minutes to track evidence discussed and next steps.
4. District Data Dashboards to track common assessment data, MAP data, MTSS data, compliance data and transition readiness data across the district. This data is used to compare the progress of students at White's Tower Elementary and network with other schools showing success.

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	77.4-High	-2.3-Declined
State Assessment Results in science, social studies and writing	68.4-High	-4.4-Declined
English Learner Progress		
Quality of School Climate and Safety	81.3-High	-7.6-Declined Significantly
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1: By 2029, White's Tower Elementary will increase Reading proficiency for all students from 54% in 2024 to 77% by 2029 as measured by the school report card. By 2029, White's Tower Elementary will increase Math proficiency for all students from 62% in 2024 to 81% by 2029 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, White's Tower Elementary will increase reading proficiency from 54% in 2024 to 63.2% in 2025 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0
		Provide feedback on weekly lesson plans to ensure tasks, individual products and assessments match the KAS standards as well as there is evidence of differentiation, collaboration and adjusting instruction. Lesson plan expectations will be shared at the beginning of the year and reminded throughout the year in PLCS and memos.	Lesson Plan Checks Lesson Plan Data Dashboard Instructional Walks Feedback Weekly PLCs Memos	Lesson Plan Data Dashboard Instructional Walks Feedback	$0
		All staff are trained on the MTSS procedures and roadmap with a continued focus if implementing intervention programs with fidelity and following progression charts during progress checks. Progress is reviewed every eight weeks. The MTSS team looks at the progress	MTSS Meeting Agendas, MTSS dashboard, Admin Meetings	MTSS Dashboard, Performance Matters Intervention Data, Health of Intervention Data	$0

Goal 1: By 2029, White's Tower Elementary will increase Reading proficiency for all students from 54% in 2024 to 77% by 2029 as measured by the school report card. By 2029, White's Tower Elementary will increase Math proficiency for all students from 62% in 2024 to 81% by 2029 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data and determines the Health of the Intervention and if any changes to what is being used in deficit areas needs to be adjusted.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.	WTE Instructional Walk Data, Walk and Assessment Trend Data	WTE Instructional Walk Dashboard, WTE Trend Data Dashboard	$0
		Weekly lesson plan reviews for alignment to the Kentucky Academic Standards with rigorous tasks and products from all students.	Weekly admin meetings with lesson plan checks, Lesson plan feedback during instructional walks, lesson internalization sessions.	WTE Admin Meeting Agendas WTE Lesson Plan Dashboard WTE Lesson Plan Internalization Sessions Lesson Plan Feedback during instructional walks (documented on walk form)	$0
	KCWP 5: Design, Align and Deliver Support	PLC Agendas and Minutes to track evidence discussed and next steps based on formative assessment data and common assessment data.	Weekly Professional Learning Communities (PLC) (every Wednesday),	Weekly PLC agendas Name and Claim Dashboard	$0
		District/School Data Dashboards to track common assessment data, MAP data, MTSS data, compliance data and transition readiness data across the district. This data is used to compare the progress of students	Weekly Professional Learning Communities (PLC) (every Wednesday), MTSS Progress Checks	Weekly PLC agendas School and District Data Dashboards MTSS Meeting Agendas	$0

		at White's Tower Elementary and network with other schools showing success.			
Objective 2: By 2025, White's Tower Elementary will increase math proficiency from 62% in 2024 to 69.6% in 2025 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0
		Lesson Plan Data Dashboard Instructional Walks Feedback	Provide feedback on weekly lesson plans to ensure tasks, individual products and assessments match the KAS standards as well as there is evidence of differentiation, collaboration and adjusting instruction. Lesson plan expectations will be shared at the beginning of the year and reminded throughout the year in PLCS and memos.	Lesson Plan Checks Lesson Plan Data Dashboard Instructional Walks Feedback Weekly PLCs Memos	$0
		All staff are trained on the MTSS procedures and roadmap with a continued focus if implementing	MTSS Meeting Agendas, MTSS	MTSS Dashboard, Performance Matters Intervention Data, Health of Intervention Data	$0

		intervention programs with fidelity and following progression charts during progress checks. Progress is reviewed every eight weeks. The MTSS team looks at the progress data and determines the Health of the Intervention and if any changes to what is being used in deficit areas needs to be adjusted.	dashboard, Admin Meetings		
	KCWP 5: Design, Align and Deliver Support	Administration conducts at minimum one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices.	WTE Instructional Walk Data, Walk and Assessment Trend Data	WTE Instructional Walk Dashboard, WTE Trend Data Dashboard	$0
		Weekly lesson plan reviews for alignment to the Kentucky Academic Standards with rigorous tasks and products from all students.	Weekly admin meetings with lesson plan checks, Lesson plan feedback during instructional walks, lesson internalization sessions.	WTE Admin Meeting Agendas WTE Lesson Plan Dashboard WTE Lesson Plan Internalization Sessions Lesson Plan Feedback during instructional walks (documented on walk form)	$0
	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0

| | | All staff are trained on the MTSS procedures and roadmap with a continued focus if implementing intervention programs with fidelity and following progression charts during progress checks. Progress is reviewed every eight weeks. The MTSS team looks at the progress data and determines the Health of the Intervention and if any changes to what is being used in deficit areas needs to be adjusted. | MTSS Meeting Agendas, MTSS dashboard, Admin Meetings | MTSS Dashboard, Performance Matters Intervention Data, Health of Intervention Data | $0 |

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

Goal 2: By 2029, White's Tower Elementary will increase Science proficiency for all students from 39% in 2024 to 69.5% by 2029 as measured by the school report card. By 2029, White's Tower Elementary will increase Social Studies proficiency for all students from 47% in 2024 to 73.5% by 2029 as measured by the School Report Card proficiency data. By 2029, White's Tower Elementary will increase Combined Writing proficiency for all students from 47% in 2024 to 73.5% by 2029 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, White's Tower Elementary will increase Science proficiency from 39% in 2024 to 51.2% in 2025 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0
		Provide feedback on weekly lesson plans to ensure tasks, individual products and assessments match the KAS standards as well as there is evidence of differentiation, collaboration and adjusting instruction. Lesson plan expectations will be shared at the beginning of the year and reminded throughout the year in PLCS and memos.	Lesson Plan Checks Lesson Plan Data Dashboard Instructional Walks Feedback Weekly PLCs Memos	Lesson Plan Data Dashboard Instructional Walks Feedback	$0
		Teachers collaborate across the district with grade level teachers to share best practices in science.	PDs	PD Agendas	$0
Objective 2: By 2025, White's Tower Elementary will increase Social Studies proficiency from 47% in 2024	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0

Goal 2: By 2029, White's Tower Elementary will increase Science proficiency for all students from 39% in 2024 to 69.5% by 2029 as measured by the school report card. By 2029, White's Tower Elementary will increase Social Studies proficiency for all students from 47% in 2024 to 73.5% by 2029 as measured by the School Report Card proficiency data. By 2029, White's Tower Elementary will increase Combined Writing proficiency for all students from 47% in 2024 to 73.5% by 2029 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
to 57.6% in 2025 as measured by the school report card proficiency data.		necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and adjust in timelines or schedules to reteach.			
	KCWP 5: Design, Align and Deliver Support	Provide feedback on weekly lesson plans to ensure tasks, individual products and assessments match the KAS standards as well as there is evidence of differentiation, collaboration and adjusting instruction. Lesson plan expectations will be shared at the beginning of the year and reminded throughout the year in PLCS and memos.	Lesson Plan Checks Lesson Plan Data Dashboard Instructional Walks Feedback Weekly PLCs Memos	Lesson Plan Data Dashboard Instructional Walks Feedback	$0
	KCWP 5: Design, Align and Deliver Support	Teachers collaborate across the district with grade level teachers to share best practices in social studies and will collaborate on new social studies High Quality Instructional Resource of TCM.	PD s	PD Agendas, Training Slides	Title I Funds
Objective 3: By 2025, White's Tower Elementary will increase Combined Writing proficiency from 47% in 2024 to 57.6% in 2025 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0

Goal 2: By 2029, White's Tower Elementary will increase Science proficiency for all students from 39% in 2024 to 69.5% by 2029 as measured by the school report card. By 2029, White's Tower Elementary will increase Social Studies proficiency for all students from 47% in 2024 to 73.5% by 2029 as measured by the School Report Card proficiency data. By 2029, White's Tower Elementary will increase Combined Writing proficiency for all students from 47% in 2024 to 73.5% by 2029 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		remediation, share best practices and adjust in timelines or schedules to reteach.			
		Review and Revise WTE's writing plan to support the development of writing across curriculum for a variety of purposes. Review and analyze student writing samples in each grade level for trends to develop exemplar writing.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas, Grade Level and Schoolwide writing analysis	$0
	KCWP 5: Design, Align and Deliver Support	Provide feedback on weekly lesson plans to ensure tasks, individual products and assessments match the KAS standards as well as there is evidence of differentiation, collaboration and adjusting instruction. Lesson plan expectations will be shared at the beginning of the year and reminded throughout the year in PLCS and memos.	Lesson Plan Checks Lesson Plan Data Dashboard Instructional Walks Feedback Weekly PLCs Memos	Lesson Plan Data Dashboard Instructional Walks Feedback	$0

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
Objective 1: By 2025, White's Tower Elementary will collaborate to increase combined writing for students with disabilities from 8% P/D in 24-25 to 26.4% P/D in 24-25.	KCWP 2: Design and Deliver Instruction	All Special Education Teachers attend job embedded professional development in the area of best practice, reading and writing practices, math practices, co-teaching as well as instructional practices to aid curriculum adjustments when students are not meeting mastery.	Learning walks and observations	Lesson plans, (Common, Formative and Sped) Dashboard, Compliance Data, District Data Dashboard and LMS performance Matters Reports.	$0
		Targeted Instructional Walks looking for KAS based instruction in collaboration and IEP goal instruction in resource.	Learning walks and observations	Lesson Plans, Walk Feedback, Instructional Walk Dashboard	$0
		Implementation of book study with teacher leaders (including sped lead) on *The Writing Revolution 2.0*, to increase writing proficiency across all content areas.	Learning walks and observations	Lesson plans, Data Dashboards (Common, Formative and Sped), Compliance Data	$300-Title I Funding
Objective 2: By 2025, White's Tower Elementary will collaborate to increase reading for students with disabilities from 18% P/D in 23-24 to 34.4% P/D in 23-24.	KCWP 4: Review, Analyze and Apply Data	All special education teachers attend weekly Sped PLCs to review student progress on IEP goals and share best instructional practices. In addition, all special education teachers attend collaborative grade level PLCs to analyze student data to grade level standards.	Weekly Sped PLCS Agendas Weekly PLC Agendas	Data Dashboards (Common, Formative and Sped)	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Targeted Instructional Walks looking for KAS based instruction in collaboration and IEP goal instruction in resource.	Learning walks and observations	Lesson Plans, Walk Feedback, Instructional Walk Dashboard	$0

4: English Learner Progress

Goal 4: By 2029, White's Tower Elementary will increase the percentage of students exiting English Lerner program from 20% in 23-24 to 60% in 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, White's Tower Elementary will increase the percentage of students exiting English Lerner program from 20% in 23-24 to 36% in 24-25.	KCWP 2: Design and Deliver Instruction	Teachers meet with district EL teacher to create individual student plans to implement that include strategies to ensure EL students are meeting their academic goals. This includes implementing strategies from the EL toolkit.	Data from EL teachers on growth in the program	-PSP Data, Data Dashboards	$0
	KCWP 4: Review, Analyze and Apply Data	Weekly PLCS-PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. In addition, teachers identify next steps which include the standard or students for remediation, share best practices and make adjustments in timelines or schedules to reteach.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC agendas	$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2029, White's Tower Elementary will increase the overall indicator score of the quality of school climate and safety from 81.3 in 2024 to 90.65 by 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, White's Tower Elementary will increase the overall indicator score of the quality of school climate and safety from 81.3 in 2024 to 85.04 by 2025.	KCWP 2: Design and Deliver Instruction	-Teachers lead Tier 1 Social Emotional Lessons weekly following the Second Step Curriculum.	Lesson Plan Reviews	Lesson Plan Dashboard	$0
		-All students are assigned an adult advocate that provides social and emotional support throughout the school year. Advocates also work students on transition ready requirements in 4th and 5th grade and check points in K-3.	Transition Ready Data Dashboard Transition Ready Checklists	Transition Ready Data	$0
		-Plan and host family engagement events such as literacy nights, SEB nights and math nights. Collaborate with PTA for non academic events such as dances.	Sign in Sheets	Family Input Survey	$1000
	KCWP 4: Review, Analyze and Apply Data	-Host student award ceremonies for student celebrations such as MAP meeting MAP goals and proficiency on assessments.	Data Dashboards Student Lists	Data Dashboard	$1000

8: Other (Optional)

Goal 8 (State your separate goal.): By 2028, White's Tower Elementary will increase the percentage of certified teachers that perceive the feedback they receive on teaching useful from administration from 67% in 2024 to 83.5% in 2028 as measured by Impact Survey Data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2026, White's Tower Elementary will increase the percentage of certified teachers that perceive the feedback they receive on teaching useful from administration from 67% in 2024 to 73.6% in 2026 as measured by Impact Survey Data.	KCWP 2: Design and Deliver Instruction	-Administration is trained to provide teachers with high quality feedback from the district Cycle of Quality of Instruction which provides teachers with actionable suggestions as appropriate. -Communication of learning walk data with suggestions of best practices are provided in weekly memos based off learning walk trends and school needs.	-Monthly Classroom Walks -Formal Observation -Monthly Walk Trend Data	-Instructional walks spreadsheet, walk feedback forms, weekly walk data in newsletter, lesson plans performance matters weekly assessment data	$0