2019-20 Dorton Elementary School - Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Dorton Elementary School
Thomas Pinion
PO Box 260
217 Dorton-Jenkins Hwy.
Dorton, Kentucky, 41520-260
United States of America

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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?

The community served by Dorton Elementary is located approximately 10 miles from the Virginiaborder in Southern Pike County. The current student enrollment of the school is 257 which is acomprised of 132 females and 125 males. A rather large proportion of those students (74.9%)received free or reduced lunches. Certified staff includes a principal, assistant principal, mediaspecialist, 19 full-time teachers, and a substitute teacher who is certified to teach Health/ PhysicalEducation. The classified staff consists of 19 members who include cooks, custodians, FRYSCCoordinator, instructional assistants, maintenance, and secretaries. The school's vision is "Collegeand Career Readiness - It All Starts Here". Dorton Elementary ensures that each student receivesthe best education possible by setting high expectations and providing a positive student centeredenvironment to meet the needs of ALL students. The principal involves all teachers and the studentcouncil in developing the school's mission and vision. The staff is one of the best in the state, asDorton has historically performed well in both elementary and middle school. One challengewe face is that our school is located in an economically deprived area 20 miles from the countyseat.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision: College and Career Readiness - It All Starts Here Mission: It is the mission of our school forstudents and teachers to show commitment for academic excellence through teamwork resulting insuccess for all. Dorton Elementary provides students with a wide range of extracurricular activities.Academic opportunities include elementary and middle school academic teams, StudentTechnology Leadership Program and RCX Robotics Team. Non academic clubs include UniteClub, Peer Mediation Team and 4-H, Unite and Gear Up Clubs. The athletic programs offeredare girls and boys basketball for grades 3-8, football for grades 3-8, track for junior high,volleyball,and cheerleading as well as a developmental basketball league for children four yearsold to 4th grade. All teams have been recognized at the district, region, and state levels for theiraccomplishments. Technology has been a primary focus at Dorton Elementary over the past fewyears. Each homeroom classroom will house it's own Smart Board, several studentworkstations, a 1 to 1 ratio of chromebooks to students in Grades 3-8, and a 1 to 1 ratio of iPads to students in Grades K-2. The school utilizes several software programs and applications such as: Google Education Apps,SMART Notebook, Educvation Galaxy, IXL, Accelerated Reader; STAR testing, Capstone Library, BrainPop and United Streaming.

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.

Dorton Elementary also recognizes student successes. The school has created a Wall ofDistinguished CATS to recognize students who score distinguished on the KPREP. Also, honorstudents are published in the newspaper and students of the week are recognized during themorning addresses. Our girls basketball team has won 6 county championships in the past

12years with the most recent being in the 2018 - 2019 School Year. Also, the boys team won 2county championships in the past 7 years. Also, our STLP Team was achieved Gold Status.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Dorton Elementary School is committed to ensuring that every child shows growth throughout theiracademic career, therefore providing them a smooth transition to high school where each child willbe college or career ready. Dorton Elementary will offer the highest level of education and cocurricularopportunities possible. We must raise academic and co-curricular expectations sostudents will achieve at a higher level. While academics is a foremost priority, we will instillprinciples of good citizenship and high moral character. The school, parents, and community muststhare the responsibility for enabling students to become confident, self directed, lifelonglearners. Dorton Elementary must develop positive relationships and mutual respect to encouragehigh self-esteem among students, staff, and the community.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Dorton Elementary School - Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Dorton Elementary School
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2019-20 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 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31
- 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.

Please enter your name and date below to certify.

Thomas Pinion - 9/30/19

2019-20 Dorton Elementary School - Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

See Attached

ATTACHMENTS

Attachment Name

Elementary & Middle Needs Assessment Process

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

For Current Academic State: See AttachmentNon-Academic Current State Data: Behavior referrals decreased from 87 in 2017-2018 to 72 in 2018-2019. Attendance Rate decreased from 95.19 in 2017-2018 to 93.89% in 2019-2019.

ATTACHMENTS

Attachment Name

Elementary & Middle School Proficiency Trends

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Elementary Math scores have dropped 11 points from 2017-2018 to 2018-2019 and furthermore has flat lined with no increase or decrease in the last 5 years.22.6% of Elementary Students in the GAP scored Proficient and Distinguished in Math.57.1% of Elementary Students & 79.3% of Middle School Students scored Novice or Apprentice in Science in 2018-2019.

Trends

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

See attached.

ATTACHMENTS

Attachment Name

Elementary & Middle School Trends

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

In response to lower than anticipated science KPrep scores, teachers are receiving intense PD in (ITTL) Instructional Transformational Teacher Leader and sharing information in regards to strategies as deployment of the new standards have begun. This process and practice can be linked to KCWP 1: Design and Deploy Standards. Another process that our school is focused on improving is Response to Intervention (RTI). A practice that our school is focused on improving is the level of rigor within all assessments. This process and practice can be linked to the following KCWP 4: Review, Analyze and Apply Data.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Reading scores in 3rd Grade increased 16.9 points and 6th Grade Reading Scores increased 5.0 points from 2017-2018 to 2018-2019. Dorton Elementary was the only school in the Pike County School System to be 4 Star in both Elementary and Middle School Divisions and had the top score in 6th Grade Reading and 6th Grade Math in the Pike County School System in Pike County. Also, according to the Kentucky School Report Card, there are no significant GAPs among all tested subgroups.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Elementary & Middle Needs Assessment Process		•
Elementary & Middle School Proficiency Trends		•
Elementary & Middle School Trends		•

2019-20 Dorton Elementary School - Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attached.

ATTACHMENTS

Attachment Name

Achievement Gap Group Identification 2019

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The community served by Dorton Elementary is located approximately 10 miles from the Virginia border in Southern Pike County. The current student enrollment of the school is 262 which is a comprised of 132 females and 130 males. A rather large proportion of those students (75.2%) received free or reduced lunches. Certified staff includes a principal, assistant principal, media specialist, 18 full-time teachers. The classified staff consists of 18 members who include cooks, janitors, maintenance, FRYSC Coordinator, Title I Parent Liaison and instructional assistants. The school's vision is "College and Career Readiness - It All Starts Here". Dorton Elementary ensures that each student receives the best education possible by setting high expectations and providing a positive student centered environment to meet the needs of ALL students. Test scores have risen gradually and held steady since the inception of KERA in 1990. School staff have identified areas of weaknesses to address each year to ensure school improvement.

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We have closed ES/MS Reading, ES/MS Math, and ES/MS Social Studies.The ones that persist are ES/MS Science and ES/MS Writing.

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Improvement has been shown in the following groups: ES Reading - (Male and Disability), MS Reading - (Male, Female, and F/R Lunch), ES Math - (Male and Disability), MS Math - (Male, Female, F/R Lunch, and Disability), ES Social Studies - (Female), MS Social Studies - (Male and F/R Lunch), and MS Writing - (F/R Lunch).

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Our school has regressed in the following groups: ES Reading - (Female and F/R Lunch), MS Reading - (Disability), ES Math - (Female and F/R Lunch), ES Social Studies - (Female), ES Writing - (Female and F/R Lunch), and MS Writing - (Male).

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Despite the efforts of the school faculty and staff to close the achievement gap for lowsocioeconomic students, two significant factors remain which are barriers to student success (1)Disadvantaged students whom do not have resources they can rely on (e.g., family, social support,positive attitudes about school) show deteriorating interest in academics and increasing levels ofemotional distress, and (2) Being unable to engage those students who are migrant, includingthose students in and out of foster care. We have observed that the frequency and timing of those students in and out of foster care. We have observed that the frequency and timing ofplacement and multiple school enrollments play a crucial part in preventing children in care fromachieving the high levels that stationary students achieve.

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Teachers will be involved in the continuous improvement and planning process as it relates toclosing the achievement gap through the K-Prep, MAP, Formative, and summative assessmentdata analysis. They will also implement the three-tiered RTI process that was developed by theschool's Instructional Leadership Team (ILT). Stakeholders will be involved in the continuousimprovement and planning process as it relates to closing the achievement gap through variousavenues including, but not limited to: home visits by the school's Family Resource and YouthService Center (FRYSC) director and Title I Parent Liaison, parent information resources (sharedby the school's Parent-Teacher Organization and the school's School Based Decision Makingteam), partnership with community groups/businesses to eliminate barriers to those students inneed (coordinated by the school's FRYSC coordinator), and pertinent school information will becommunicated to all stakeholders (via local newspapers, parent newsletters, district newsletter, school website, closed school Facebook page, school marquee, and school messenger). SBDM will be involved in the continuous improvement and planning process as it relates to closing the achievement gap through the approval of the school's Comprehensive School Improvement Planand any other related activities.

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

A new Response to Intervention (RTI) procedures has been established and implemented.Teachers have spent their professional development days analyzing K-Prep assessment data inorder to make informed educational decisions. This includes reviewing all GAP groups results onthese assessments. Master schedules changes have been made to provide teachers with dailyplanning time for ongoing review of formative, summative, and MAP assessment data in grade-levelprofessional learning community (PLC) meetings. Other professional development (PD)opportunities will include technology-related PD including, but not limited to: Google Applications,SMART Notebook, Chromebooks, etc. Extended school services will be utilized after school twodays a week starting the second semester. Daytime extended school services will be provided asfunding allows.

ATTACHMENTS

Attachment Name

GAP Comparison (2018 & 2019)

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached.

ATTACHMENTS

Attachment Name

Measurable GAP Goals (2019-2020)

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached.

ATTACHMENTS

Attachment Name

Measurable GAP Goals (2019-2020)

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Group Identification 2019	Achievement Gap Group Identification 2019	• I
GAP Comparison (2018 & 2019)	GAP Comparison (2018 & 2019)	• II.A • II.B • II.C • II.D • II.E • II.F • II.G
Measurable GAP Goals (2019-2020)	Measurable GAP Goals (2019-2020)	• III • III

2019-20 Dorton Elementary School - Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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 between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. 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. 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 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.*).

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

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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

See attached.

ATTACHMENTS

Attachment Name

KDE Comprehensive Improvement Plan for School - Dorton Diagnostic

Attachment Summary

Attachment Name	Description	Associated Item(s)
KDE Comprehensive Improvement Plan for School - Dorton Diagnostic	KDE Comprehensive Improvement Plan for School - Dorton Diagnostic	•

2019-20 Dorton Elementary School - Phase Two: School Assurances

2019-20 Phase Two: School Assurances

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

Title I Targeted Assistance School Programs

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ○ Yes
- ○ No
- ● **N/A**

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- **Yes**
- No
- N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- **Yes**
- No
- N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- **Yes**
- No
- N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**
- No

- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Comprehensive School Improvement Plan will be attached ASAP.

Attachment Summary

Attachment Name	Description	Associated Item(s)