



2021-22 Phase One: Continuous Improvement Diagnostic for  
Schools\_08232021\_19:41

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**Memorial Elementary School**  
**Allen Poynter**  
1400 N Jackson Hwy  
Hardyville, Kentucky, 42746  
United States of America

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## **2021-22 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 2021-22 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
- Professional Development Plan for Schools

### **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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Allen Poynter, August 23, 2021



2021-22 Phase Two: The Needs Assessment for  
Districts\_08232021\_22:39

2021-22 Phase Two: The Needs Assessment for Districts

**Memorial Elementary School**  
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## **2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts**

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 districts 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 districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

### **Protocol**

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

We review and analyze a variety of data sources. KPREP data was reviewed by the principal and staff upon the embargoed release. However, with the impact of Covid-19, we feel the test score data is not valid. Teachers continue to analyze student data of the students they had last year as well as the students they have this year. Every year, teachers are asked to make predictions about each student and they were able to review how their predictions were. The principal is currently meeting with student groups to review their KRPEP scores but more importantly to look at their STAR benchmark scores in the areas of reading and math.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Attendance/truancy continues to be an issue among students at all grade levels. This is exacerbated by the fact that we were mostly in the virtual setting last year in regards to instruction. Elementary Reading--females scored 12 points higher than males. Elementary math--males scored 7 points higher than females. Elementary Science--60% of students scored apprentice..... Elementary Social Studies--males outscored females by 20% Elementary writing--females outscored males by 23 % Middle Reading--females scored higher than males by 17% Middle math--females outscored males by 6% Middle science--over 60% of our students scored at the apprentice level. Middle social studies--Males outscored females by 8% Middle writing--females outperform males by 19% 50% of our middle school special education gap group were novice. Much higher than all students group. 60% of our middle school special education gap group were novice. MUCH higher than the all students group.

## Current State

3. Plainly state the current condition of the district 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 KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.



Our special education population continues to lag behind non-gap group students. Science--60% of our students scored Apprentice. We are optimistic about this large number of students at this level thinking that our students have been exposed to the curriculum, however, having issues being able to write about their thinking. In general, our male students are being outscored by our female population in most areas.

#### Priorities/Concerns

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

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

**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.

The reading and math needs of our current 6th-grade students are of significant concern. There is a large number of students with special learning needs in this class. Our attendance rate at our school continues to be an issue but with Covid, we are worried that this trend will continue.

#### Strengths/Leverages

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

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

Our students are excited to be back in school in person for 5 days per week. Parents are also appreciative of everything we are doing to keep our kids in school. Students are more accustomed now, to using more technology due to the Covid closures and virtual instruction last year.

#### Evaluate the Teaching and Learning Environment

6. 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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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 below.

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

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

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

Design and Deploy Standards: (1) Every teacher is responsible for following lessons/ curriculum maps to ensure all content standards are covered within the school year, and that those standards are aligned with Common Core. (2) All lessons are supposed to be aligned to common core, teachers meet in Impact Teams to discuss student achievement or lack thereof, as well as turning in weekly lessons plans through Google Classroom, or a paper copy. (3) Teachers use deconstructed standards that have been developed and modified each school year to make sure they are student-friendly. (4) Teachers use Impact Team time to analyze data and make adjustments to the curriculum as needed. They may also use pre-assessments and summative assessments to make adjustments to curriculum maps as well. (5) In addition to what was mentioned previously, teachers may chunk students into RTI groups that address more specific student needs in regards to specific standards that they may need more practice with (could be a weak area for students). (6) Our school is continuing to utilize various math/reading resources through Academic Edge (Reading Plus, Core 5, Power Up, Symphony Math) to assist teachers in placing students within their grade-level content to see which students are below level, progressing close to level, or show mastery within the content.

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Other content areas use different resources to monitor the same thing and place students to see who need RTI, are on level, and who are showing mastery. Design and Deliver Instruction: Classroom teachers analyze student data daily and weekly to determine instructional effectiveness to adjust and modify future instruction. Teachers ensure lessons are designed with students' cultural, social and developmental needs by using student demographic information by using parent contacts, family surveys, resources through FRSYC, IEP's and psychological testing. Systems in place to ensure students take responsibility for their own learning include Student Data Binders, Self Pacing, APEX Learning, Individualized goal setting, and specific expectations set by teachers. Teachers ensure cognitive engagement versus passive or active engagement through personalized learning age-appropriate lesson planning, and variety of teaching techniques and strategies. Strategies and programs are implemented in classrooms Lexia, Reading Plus, Journeys Reading program, Go Math and APEX. The effectiveness of student achievement is measured through standardized tests, universal screener, and student achievement on meeting goals. Design and Deliver Assessment Literacy: Creation of a Balanced Assessment System: Teachers use formative, intermittent, and summative assessments through a variety of assessment formats including technology-based, product creation, skill checks, written assessment ( multiple choice, short answer, and written response). Keeping stakeholders informed: Teachers provide timely and specific feedback to students, parents, and colleagues (as necessary). Feedback is both formal and informal through student conferencing, google classroom, infinite campus, progress reports, grade reports, phone calls, parent-teacher conferences, student data binders, intervention documentation (change of tier letters, permission forms). Standards & Alignment: The district met to deconstruct common core standards. The standards were then vertically aligned. Teachers implement classroom instruction based on those deconstructed standards. Classroom assessments are designed with rigor and depth of knowledge in mind. Multiple forms of assessments are chosen that best fit the learning target. For example...(products, written response, collaboration, role-play, etc.) Assessments are created and multiple learning strategies are used to meet the needs of all learners including kinesthetic, visual, tactile, auditory, technology, and collaboration. Teachers make learning targets clear for students through the use of student-friendly language in the form of "I am learning to..." or "I can..." statements. Instruction is made relevant to the students' lives. Students are to meet the rigor of each standard and various forms of assessment are used. Formative assessments are monitored daily to determine students strengths and misconceptions. Concept misconceptions are re-taught in small group settings using a different form of instruction a new manner to increase student achievement. Summative assessments are administered to determine mastery. Teachers re-teach content when mastery is not achieved. The grading system depicts accurate student

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learning through the triangulation of data across multiple assessments. Student achievement on universal screeners, classroom assessments, and one: one skill checks describe a similar picture of student performance. Review, Analyze and Apply Data: \* Formative Assessment is used to drive classroom instruction. It allows teachers to prepare for Summative Assessment. summative Assessment is used to show the mastery of standards and skills. It prepares for Interim/state assessment. \* Teachers have analyzed and deconstructed standards to ensure that instruction and assessment is aligned with the state standards. \*The data that teachers collect through assessment helps identify students who master standards and students who need further instruction/intervention. \*Lesson plans which include formative and summative assessment are submitted weekly. Teachers also collaborate in Impact Team meetings to assess data and student achievement. Other forms of data such as Symphony Math and Lexia RAPID assessment are also used to drive student instruction. \*Students are assessed throughout the year to allow teachers to group for RTI and other intervention groups. Groups are realigned according to data from formative and summative assessment. Running records and other forms of data are used to determine placement and achievement in tier groups. \*Teachers use deconstructed standards for their grade levels or content areas to determine classroom instruction and assessment. Resources such as Ready Common Core are used to monitor student mastery of standards. Teachers discuss progress and achievement with content groups and within impact team meetings. \*To self-monitor progress, students create and maintain individual progress binders. Older students can access Infinite Campus. Teachers also hold conferences with students and/or parents. \*Students are given input into their learning and progress during teachers conferences. \*Students are given the opportunity to monitor and evaluate their school and classroom by taking the Student Voice Survey. Varies other surveys are given throughout the year. Establishing a Learning Culture and Environment: Every student is given the same opportunity for field trips, sports, family nights, etc.; programs such as Back Pack program, school nurse availability, Angel Tree program are in place. Leadership reminds staff to help identify students that may be needing these services. Both teachers and leadership communicate in regard to culturally sensitive activities and do not discriminate against students with various cultural backgrounds by providing opportunities to chose whether to participate or not such as Christmas. Depending on the culture, languages, and vocabulary are provided in various language when needed. Modifications to meet the students' needs are in place such as lesson plans, technology, behavior plans, IEP's, etc. Our school district website has an anonymous bullying tipline. Our school has a variety of ways to communicate with families such as Class Dojo, Tuesday take home, agendas, Remind 101, parent-teacher conferences. In elementary AND middle grades writing, our latest KPREP scores reveal that we are above the state or district average in % Proficient/Distinguished. (35.7% P/D in elementary Writing vs. 35% P/D district

average) (44.3% state average P/D in middle writing vs. 45.5% Memorial score)  
Memorial students performed better than the state average--60.2% P/D state  
average vs. 60.6 % P/D is our average.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-2022 Phase Three: Comprehensive School Improvement  
Plan\_08232021\_22:34

2021-2022 Phase Three: Comprehensive School Improvement Plan

**Memorial Elementary School**  
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## 2021-22 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.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached CSIP

### 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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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**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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

### Requirements for Building an Improvement Plan

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.

Memorial Elementary School

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Memorial School CSIP		.



2021-22 Phase Three: Executive Summary for  
Schools\_08232021\_22:43

2021-22 Phase Three: Executive Summary for Schools

**Memorial Elementary School**  
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## 2021-22 Phase Three: 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?

Memorial School, located in rural Hart County, is a PreK-8th grade school which strives daily to meet the educational needs of all its students. The staff is composed of a principal, guidance counselor, acceleration teacher, speech pathologists, reading interventionists, teachers and paraprofessionals. In addition, we offer full time physical education, art and music teachers, a media/technology specialist, and a gifted/talented program. All totaled, there are approximately 50 dedicated adults who care for the needs of our students on a daily basis. Our PTSA, SBDM Council, and the Family Resource/Youth Services Center program provides wrap-around services for our students and families as well. While approximately 75% of our population is on Free/Reduced-Priced meals, we refuse to allow this to be an excuse for low performance. Our students are challenged daily to meet high standards set on the local, state and national levels. The school is located in the northern section of Hart County in the small community of Hardyville, Ky. This is a very close knit community and students come to Memorial from not only Hardyville, but also from the communities of Canmer, Magnolia, and Monroe. This is a very rural area of the county. Not only does our school have the highest number of students on free/reduced lunch, we also have the largest attendance area (in terms of square miles) of the other elementary schools in the county. An additional challenge we face is a high population of transient students and families. Factors affecting this are the lack of adequate or affordable housing in this community and the lack of employment opportunities in this area. Finally, our student population is not very diverse in terms of ethnicity. A large percentage of our population is Caucasian"93.9%. The rest are: Hispanic"2.9%, African-American"0.6%, and two or more races"2.6%. Also, many of our students tell us that they have never been outside of Hart County so their exposure to experiences outside this county are limited.

### 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.

Memorial School Vision Statement: Memorial School will be a leading education provider in Kentucky by supporting, encouraging and motivating every student to reach his/her maximum potential. Memorial School Mission Statement: Memorial

School will provide a high quality education to all learners in a safe and positive environment in order to inspire students to excel in a competitive world. Core Values Daily our students and staff recite our Polar Bear Pledge which reminds and reinforces our school's core values. The pledge reads as follows: I am a Polar Bear. I will Be here everyday, Expect the best, Act responsibly, Respect everyone and remember Safety first! Students are rewarded with PAWS( positive actions while at school) Cards for showing good leadership throughout the building. Students are chosen each month from each homeroom who show leadership qualities.

#### 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.

Memorial students are recognized for various achievements throughout the school year. At the end of the year, students and parents gather to recognize students at our annual Awards Day Program. Also, Memorial students are recognized weekly for their attendance. Students also participate in a variety of activities that could result in state recognitions such as Governor's Cup competitions for the Academic Team as well as Junior Beta Club state convention. We have had numerous students place at the State AND National levels in various Beta convention competitions. In addition, we have a student who was also elected as the Elementary Beta Vice President and she went on to be elected as the NATIONAL Elementary Beta Vice President. During the 2021 convention, another student ran successfully as the Ky State Beta President. We also consistently have students who place in the local, regional and state levels of essay and art contests.

#### Additional Information

**CSI/TSI Schools (including ATSI) 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.

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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