2021-22 Phase One: Continuous Improvement Diagnostic for Schools

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

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

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

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

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Please enter your name and date below to certify.
Tonya K. Faulkner 9/22/21

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Kentucky Performance Rating for Educational Progress (KPREP) provides the opportunity to examine the data reports of the entire school and each individual student. The data is then broken down into disaggregated data by grade, by teacher, subject area, and by individual student scores, as well as demographic data. This breakdown provides us with a wealth of information that gives us the ability to identify both positive and negative trends. Through analysis of these trends, identification of areas of strength and weakness are easily identifiable. There are various ways that data can be compared to help pinpoint specific areas of weakness. For example, individual scores can be divided into classrooms from both

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the current year and the previous year to compare results and ensure that student achievement is being sustained between grade levels. From there individual student growth can be tracked and thus identification of needs be more specific. Another example is trends in content areas that need to be addressed. This identified trend could be used to address negative issues identified but could also be through identification of effective strategies that have had impact on students. After analysis of this data, school wide improvement can begin. Data analysis teams look at individual students and their growth and achievement. Committees then meet to address needs and identify implementation strategies. At this time, teachers and administrators could have the opportunity to share ideas that worked and modify those that had obviously not had impact. Oak Grove Elementary has a Data Room where all teachers and administrators meet weekly to analyze testing data. Using the linking of MAP Growth tests to KPREP Assessments, individual cards are made for each student in Kindergarten through 6th grade. These cards are displayed on the walls according to test results. Teachers detail any interventions the student currently receives on the cards, and formulate watch lists to identify any students that may need further intervention and/or services. Then PLC groups meet to look at individual student needs, grade level strengths and weaknesses, and overall school trends. We use various pieces of evidence in order to review our data: the school report card, KPREP individual performances, special education students, state averages, district averages, etc. We consider the performance levels of each of the subgroups in our school. Teachers compare their findings to how the same groups of students performed in other content areas. Data analysis teams also analyze previous school improvement plans, various district program reports in order to identify objectives, strategies, and activities. Celebrations are noted and the instructional practices are identified that contributed to those successes. Additionally, we note areas that need improvement and included specific strategies that we believe would help improve these areas. We ask teachers to take this overall analysis further to include specific instructional practices that they would put in place to accomplish these goals. The process of evaluating assessment data will involve continual review and refinement by PLC, team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and instructional staff members, school and district administrators, the school technology coordinator, the youth service center director, employers, community members, parents, students, and all SBDM Council

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members were involved in the development and evaluation of the CSIP. Oak Grove Elementary will be taking many steps in the future to address areas of concern. Our PLC meetings will be refocused on data analysis, closing the gaps, student growth, and accelerating learning.

Trends

2. 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 school saw an 11% increase in novice scores in reading among students in the achievement gap.

One area of trend is the number of students scoring novice in social studies and math has increased over the past two years. Over these past two years, we have seen a decrease in the percentage of students scoring proficient/distinguished in reading and social studies. We have a data room to identify and monitor the progress of all students. Utilizing the data room, we can focus on getting the growth of all students. We use this information to determine what students could benefit from small group pull out or after school services. We have purchased Chromebooks in an effort to offer more ways of differentiating for each student. Another trend that could be identified would be the association of students with high absentees and low achievement. Attendance plays a vital role in student performance. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize "make up" work for students. These interactions oftentimes bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school Family Resource personnel make home visits to students with attendance concerns.

Current State

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

Example of Current Academic State:

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- 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 62% of the school's teachers received adequate professional development.

Current state We will be using previous data on the 2020 K-PREP Data Forecast, and 2020-2021 KPREP data to determine our current academic state. Current Academic State: 2020 K-PREP Data Forecast: -Our target in Math for all students for the 2020-2021 on the K-PREP Data Forecast is 57.1 -Our target in Math for students with disabilities for the 2020-2021 on the K-PREP Data Forecast is 92.1 -Our target in Math for students that are economically disadvantaged for the 2020-2021 on the K-PREP Data Forecast is 52.4 -Our target in Math for male students for the 2020-2021 on the K-PREP Data Forecast is 71.9 -Our target in Math for female students for the 2020-2021 on the K-PREP Data Forecast is 43.3 -Our target in Reading for all students for the 2020-2021 on the K-PREP Data Forecast is 74.7 -Our target in Reading for students with disabilities for the 2020-2021 on the K-PREP Data Forecast is 90.2 -Our target in Reading for students that are economically disadvantaged for the 2020-2021 on the K-PREP Data Forecast is 72.0 -Our target in Reading for male students for the 2020-2021 on the K-PREP Data Forecast is 78.2 -Our target in Reading for female students for the 2020-2021 on the K-PREP Data Forecast is 70.7 -Our target in Social Studies for all students for the 2020-2021 on the K-PREP Data Forecast is 56.4 -Our target in Writing for all students for the 2020-2021 on the K-PREP Data Forecast is 56.4 2020-2021 K-PREP Scores: -29.9% of economically disadvantaged students scored proficient/ distinguished on K-PREP Reading -32.6% of all students scored proficient/distinguished on K-PREP Reading -11.3% of economically disadvantaged students scored proficient/distinguished on K-PREP Math -14.0% of all students scored proficient/distinguished on K-PREP Math -15.3% of all students scored proficient/distinguished on K-PREP Science -42.4% of all students scored proficient/distinguished on K-PREP Writing -34.1% of all economic disadvantaged students scored proficient/distinguished on K-PREP Writing Non-Academic Current State: In addressing the nonacademic data utilized to meet student needs we take into consideration these areas: - Students who are economically disadvantaged receive the same quality education and opportunities as those students who exceed the income guidelines. Enrichment opportunities are offered to all students through Extended School services, Save the Children, and Gifted and Talented. - Attendance is a crucial element in the academic progress of

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students. We offer incentives for perfect and good attendance. Teachers, administrators, and paraprofessionals make phone calls daily to students who are absent. Teachers organize make up assignments for students with absences, to bridge the instructional gap accompanying those absences. Furthermore, the District Director of Pupil Personnel, School Resource Officer, and the Family Resource personnel make home visits to students with attendance concerns. - With the collaboration from Comp Care services, we offer counseling to meet individual student needs. Teachers, administrators and/or parents may refer a child for counseling services at the school. These counselors offer in school sessions, as well as after school and summer programs to support our students. - With the collaboration from Comp Care services, we offer counseling to meet individual student needs. Teachers, administrators and/or parents may refer a child for counseling services at the school. These counselors offer in school sessions, as well as after school and summer programs to support our students. The Impact Kentucky Survey shows that 59% of teachers are favorable of the School Climate, 60% favorable of managing student behavior, and 60% favorable of school leadership. In order to address teacher concerns, we have a committee focused on school behavior and have developed a behavior plan. We have required professional learning in the area of positive behavior supports at the beginning of the school year. In looking at the Quality of School Climate and Safety Survey, it is very favorable in that the majority of students feel safe, secure and cared for. The Opportunity to Learn Survey is favorable as well showing that the majority of students felt good about their learning through Non-Traditional Instruction during the COVID 19 pandemic.

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 School Improvement Plan (CSIP) 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.

Our school showed an increase in the percentage of students scoring novice in all areas. Schoolwide we will continue to focus on growth for all individual students. The most critical area in which we will focus much of our attention for this school year is math. Math Consolidated Student Group Novice – 40.9% Apprentice – 45.2% Proficient – 11.8% Distinguished – 2.2% Math Economically Disadvantaged Students Novice – 44.2% Apprentice – 44.6% Proficient – 8.7% Distinguished – 2.6% 55.4% of

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third grade students scored novice on math KPREP. 37.5% of fourth grade students scored novice on math KPREP. 39.0% of fifth grade students scored novice on math KPREP. 27.7% of sixth grade students scored novice on math KPREP. Our data for K-2 is sparse for the 2019-2020 and the 2020-2021 school year due to the COVID 19 pandemic and the lack of IOWA testing. We do have formative data in the form of MAP results although the validity of these is a concern with the teachers since some of these assessments were not performed in the school setting. The MAP Data for K-2 for the 2020-2021 Winter test shows the following: 1st Grade 59% of 1st Grade students performed below average in Math. 56% of 1st Grade students performed below average in Reading. 2nd Grade 60% of 2nd Grade students performed below average in Math. 50% of 2nd Grade students performed below average in Reading. 61% of 2nd Grade students performed below average in Language Usage. Some non-academic areas we focus on would be attendance, behavior, and students who are economically disadvantaged. The student population who are economically disadvantaged receive the same quality education instruction and opportunities of those students who exceed the income guidelines. Additional enrichment opportunities are offered through the Save the Children Program, ESS Tutoring, Gifted and Talented services, and morning tutoring sessions. Oftentimes, teachers, administration, and even parents refer students to participate in after school and morning tutoring sessions. Attendance plays a vital role in student performance. With the current state of the COVID-19 pandemic, quarantines, and virtual learning, attendance played a huge part in our test scores. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize "make up" work for students. These interactions oftentimes bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school Family Resource personnel make home visits to students with attendance concerns. Our Family Resource Center provides school supplies to our economically disadvantaged students in order to ensure that they have the same resources as students with a higher socio-economic advantage. Our FRC also provides resources to the families of economically disadvantaged students in order to ensure that they have the same opportunities as other students. All students are treated equally with challenging materials. Faculty and staff also serve as mentors to students in order to provide supports to students that may not otherwise receive them at home. Counseling is an asset our school utilizes to meet student needs and to help students with behavior concerns. Teachers, administrators, and often parents refer children to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such

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as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. Also, we have a school wide behavior plan that helps us work on student behaviors. In conclusion, we are concerned with the growth of all students due to the amount of time that students were participating through Non-Traditional Instruction. We will utilize all available resources in order to close the gap.

Strengths/Leverages

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

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

KPREP 2020-2021 · The percentage of fifth grade students scoring in the P/D category was above the state and district averages in the achievement area of on-demand writing (42.4%). · The percentage of sixth grade students scoring in the P/D category was above the state and district averages in the achievement areas of reading (46.2%). Kindergarten Winter 2020-2021 MAP Scores: · 74% of kindergarten students performed average or above in Math. · 73% of kindergarten students performed average or above in Reading. Brigance Screener School – Wide Data 2020 · 46.9% of our students are Kindergarten ready. 50% were ready with interventions. 3.1% were ready with enrichment. · The trends show a steady increase in the area of language development over the past 4 years. We will build on these strengths to improve our areas of concern. Utilizing interventions in the areas of reading and math through Save the Children, RTA, Reading Recovery, and MAF we will foster the potential growth shown by our Brigance screener. Furthermore, kindergarten MAP scores illustrate a higher performing group of students entering our first grade. First grade teachers will offer enrichment activities to challenge those students and offer ESS tutoring services and intervention services to address the needs of those students performing below average.

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

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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 school focus its resources and efforts upon in order to produce the desired changes?

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

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

Oak Grove will close the gap left by the pandemic by focusing on reading and math, and using the the processes and practices listed in KCWP #1-3. Reteaching, extended school services, and interventions will be provided for the students that do not master standards. Weekly PLC's focus on instruction, assessment, and student needs to help accelerate learning. Our PLC's will use KCWP #4 and #5 to analaze the results of all assessments to make changes to instruction, intervene and enrich student learning. Administration will work on establishing a learning culture and environment among faculty, staff, and students that supports continuous learning and sets high expectations as defined in KCWP #6.

ATTACHMENTS

Attachment Name

📄 School Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements	Oak Grove Elementary School Key Elements	• 6

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	curriculum map, pacing guides, lesson plans, I can statements, learning targets, PLC meetings, grade level meetings, vertical/horizontal alignment, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Striving Readers Comprehensive Literacy (SRCL), Houghton Mifflin Reading Series, MAP, STAR, KPREP, formative/summative assessment, SBDM minutes
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Formative/Summative Assessments, KPREP data, LDC coding tasks, lesson plans, Writing scrimmage, STAR, MAP, PLC meetings, lesson plans, individual learning plans, RTA, MIT, & Title I data, Individualized progress reports from Study Island, Exact Path, and IXL, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City, Edgenuity Pathblazer, SBDM minutes
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	PLC meetings, PD training, grade level team meetings, curriculum teams, vertical/horizontal alignment, data review, CSIP/CDIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, Exact Path, IXL
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PLC minutes, STAR, MAP, IOWA, KPREP, formative/summative assessment data, Individualized progress reports from Study Island, Exact Path, IXL, Lesson plans, student learning plans, LDC, grade level common assessments, RTI, AIMSweb, district curriculum coaches
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	RTI, AimsWeb, Progress monitoring, PBIS, formative/summative assessment, AR, MAP, STAR, KPREP, PLC meetings, SBDM meetings, CSIP/CDIP, MIT, Reading Recovery, STC, morning and afterschool extended services, district curriculum coaches
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Oak Grove Elementary school wide rules and behavior plan, classroom management system, PBIS, open house, parent teacher conferences, Counselor Services

2021-22 Phase Two: School Assurances

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2021-22 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.

● **Yes**
o No
o N/A
COMMENTS

Title I Programs

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

● **Yes**

o No

o N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**

o No

o N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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

6. 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

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including 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), except that 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

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

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

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

COMMENTS

9. 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
<u>COMMENTS</u>

10. 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
o N/A
<u>COMMENTS</u>

11. 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
<u>COMMENTS</u>

12. The school educates teachers, specialized instructional support personnel, principals, and 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
<u>COMMENTS</u>

13. 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

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

● **Yes**
o No
o N/A
COMMENTS

15. 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

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

22. 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**
- o No
- o N/A

COMMENTS

23. 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

COMMENTS

Title I Targeted Assistance School Programs

24. 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.

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

COMMENTS

25. 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.

o Yes

o No

● N/A

<u>COMMENTS</u>

26. 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.

o Yes

o No

● N/A

<u>COMMENTS</u>

27. 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.

o Yes

o No

● N/A

<u>COMMENTS</u>

28. 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.

o Yes

o No

● N/A

<u>COMMENTS</u>

29. 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**
COMMENTS

30. 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**
COMMENTS

31. 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**
COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

    ○ Yes

    ○ No

    ● **N/A**

<u>COMMENTS</u>

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

    ○ Yes

    ○ No

    ● **N/A**

<u>COMMENTS</u>

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report

2021-22 Phase Two: School Safety Report

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

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2021-22 Phase Two: 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)?

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, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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 <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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. August 2021

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

Yes. August 10, 2021

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)?

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)?

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

No. Due to COVID-19 pandemic, our district was virtual in January. Our school did required drills upon returning to in person instruction in March.

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
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United States of America

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Oak Grove Elementary School

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2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The professional development mission of Oak Grove Elementary is to actively engage all members of the school community in continuous professional growth, designed to increase the success of all students. Through an environment of collegiality and collaboration, all employees will have opportunities to increase knowledge, improve performance, learn new technology, and enhance professional satisfaction.

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2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Critical areas for improvement are based on the following resources: analysis of student KPREP data, KPREP data forecast, perceived educational needs of the district and school, growth plans, prior professional development offerings with follow-up, and survey results (2020 Impact Kentucky Working Conditions survey results). Oak Grove Elementary will focus on following critical areas for improvement: 1. Growth (Reading & Math) 2. Closing the gaps created by remote learning instruction

3. How do the identified **top two priorities** of professional development relate to school goals?

Our chosen two critical area priorities of professional development derive directly from our Consolidated School Improvement Plan. Our CSIP goal to increase our overall growth score in grades 4th-6th from a growth indicator score of 55.7 in 2019 to 60.0 by 2024 and to increase the reading and math percentage of proficient/ distinguished students from 68.6% in 2019 to 72.9% by 2024 in reading and 61.0% in 2019 to 66.3% by 2024 in math as measured by the state's accountability NAPD calculation are just two goals that we used to determine these critical areas.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Monitor and provide support offered during professional development that promotes student growth for all students through new and existing educational resources such as Into Reading Series by Houghton Mifflin, Study Island, Go Math Series, IXL, Math Achievement Fund, Read to Achieve, Southeast South-Central Cooperative partnered with New Teacher Center grant, Save the Children, Striving Readers Comprehensive Literacy etc. 2. Utilize teaching staff to increase coaching capacity in implementing effective strategies that will empower teachers to enhance reading and math instruction that promotes growth among all students in the areas of reading and math.

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Oak Grove Elementary School

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

1. Be able to use the teaching resources in the most effective way. 2. Utilize our staff to increase coaching and teaching capacity. 3. Increase student growth in reading and math. The desired student outcome from utilizing staff and resources will be that students' reading and math growth scores will not only rise but maintain at a high level.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success for meeting medium growth or higher will be based on yearly K-PREP scores, MAP scores, along with student weekly performance data.

4d. Who is the targeted audience for the professional development?

Primary targeted audience of the Professional Development will be teachers/staff. The secondary targeted audience will be the students.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Stakeholders impacted by professional development include students, parents, teachers, principals and district leaders.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve Reading Grant and the Math Achievement Grant also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for different teachers, other than

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the initial Math and Reading Achievement Grant teachers, to be trained on new reading and math strategies. Staff will also receive coaching to allow reflection and reviewing of results. The RTA (Read to Achieve) teacher is in the process of completing Litcom training which will give her access to 300+ sessions on reading/ writing strategies to be used with elementary students. The RTA teacher will then share those trainings and information to coach other teaching staff on such strategies. The MAF (Math Achievement Fund) instructor will be attending the STEM Conference 2022. The sessions will focus on training educators in the areas of engineering, math, and science utilizing dynamic and engaging virtual learning as the mode of instruction.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed. Assigned individuals from the Read to Achieve Grant, the Math Achievement Grant, and the New Teacher Center collaborate with school administration and teachers to monitor and assess the implementation and progress of the training being received.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Seek out and implement professional development in technology that will provide strategies and resources that will ensure student growth. 2. Utilize available online resources to enhance student learning.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Improve teaching practice with emphasis on increasing practices shown to be highly effective and improving student academic outcomes.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

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Our indicators of success will be increasing the percentage of students scoring proficient/distinguished on yearly K-PREP scores, mastering standards, along with student weekly performance data.

5d. Who is the targeted audience for the professional development?

Primary targeted audience of the Professional Development will be teachers/staff. The secondary targeted audience will be the students.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Stakeholders impacted by professional development are teachers and students and include parents, principals and district leaders.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve literacy grant, which encompasses both reading and writing, also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for a different teacher, other than the initial RTA teacher, to be trained on new reading and writing strategies. Staff will also receive coaching to allow reflection and reviewing of results. Our school is also partnered with the Southeast/South-Central Cooperative and the New Teacher Center that provides sessions including School Leaders and Coaches: A Partnership for School Success. This partnership will offer training for multiple years to teachers (adding new teachers each year) that will focus on strategies to support teacher/coach collaboration and acceleration of practices, along with identifying site-specific action steps and leadership support for immediate and ongoing implementation, monitoring, and improvement.

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Oak Grove Elementary School

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed. Assigned individuals from the Read to Achieve Grant and the New Teacher Center collaborate with school administration and teachers to monitor and assess the implementation and progress of the training being received.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan

Oak Grove 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 Attachment

ATTACHMENTS

Attachment Name

📄 Comprehensive Improvement Plan

Operational Definitions

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan - Generated on 01/04/2022

Oak Grove Elementary School

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.

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, 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
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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Comprehensive Improvement Plan	KDE Comprehensive Improvement Plan for 2021	•

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 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.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) 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.

1: Proficiency

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 32.6% in 2021 to 68.6% by 2024 in reading and 14.0% in 2021 to 61.0% by 2024 in math as measured by the state's accountability NAPD calculation.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase the average reading K-Prep proficiency score for all students from 32.6% in 2021 to 44.8% by 2022 as measured by the state's new accountability NAPD calculation.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	9/21-9/22 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Reading, MAP, Iowa, Common Assessments, and K-Prep	9/21-9/22 Data Notebooks and PLC Minutes Teachers and Administrators	Funding for Assessments provided through board of education funds and approved grants
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards.	Summative assessment measures such as STAR Reading, MAP, Iowa, Common Assessments, and K-Prep	9/21-9/22 PD Logs, Teachers' Meeting Agendas, and PLC Minutes Teachers and District Curriculum Team	Funding for Assessments provided through board of education funds and approved grants

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 32.6% in 2021 to 68.6% by 2024 in reading and 14.0% in 2021 to 61.0% by 2024 in math as measured by the state's accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Design and Deliver Instruction				
		A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21st CCLC program/Extended school services to provide remediation, homework help, and enrichment for all students through before school, after school, and summer school programs.	Growth & achievement, as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	9/21-9/22 21st CCLC Program offerings and attendance/Extended School Services Teachers and Administrators	21st Century Grant/State Funded Grants
		B. Teachers and principal will conduct needs assessment to design learning opportunities for the 21st CCLC program/Extended school services to provide remediation, homework help, and enrichment for all students through before school, after school, and summer school programs.	Growth & achievement, as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	9/21-9/22 21st CCLC Program offerings and attendance/Extended School Services Teachers and Administrators	21st Century Grant/State Funded Grants
		C. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, MyOn, Flocabulary, Read Theory News, ELA, River Deep, Renaissance Place (AR), Wordly Wise, IReady, Scholastic Magazine, Time for Kids, and	Summative assessment measures by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep and attendance in 21st	9/21-9/22 Lesson Plans, Program Reports, and Formal/Informal Observations Teachers	Striving Readers Grant: Wordly Wise, IReady, Scholastic Magazine, Time for Kids, and Instructional funds.

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 32.6% in 2021 to 68.6% by 2024 in reading and 14.0% in 2021 to 61.0% by 2024 in math as measured by the state's accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Brain POP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	CCLC/Extended School Services		
Objective 2: Collaborate to increase the average math K-Prep proficiency score for all students from 14.0% in 2021 to 29.6% by 2022 as measured by the state's new accountability NAPD calculation.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures such as MAP, IOWA, Common Assessments, and K-Prep	9/21-9/22 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by MAP, Iowa, Common Assessments, and K-Prep	9/21-9/22 Data Notebooks and PLC Minutes Teachers and Administrators	Funding for Assessments provided through board of education funds and approved grants
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to	Summative assessment measures such as MAP, Iowa, Common Assessments, and K-Prep	9/21-9/22 PD Logs, Teachers' Meeting Agendas, and PLC Minutes	Funding for Assessments provided through board of education

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 32.6% in 2021 to 68.6% by 2024 in reading and 14.0% in 2021 to 61.0% by 2024 in math as measured by the state's accountability NAPD calculation.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards.		Teachers and District Curriculum Team	funds and approved grants
		B. Teachers will emphasize to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement as evidenced by MAP, IOWA, Common Assessments, and K-Prep	9/21-9/22 Lesson Plans and Formal/Informal Observations Teachers	Funding for Assessments provided through board of education funds and approved grants
	3. Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21st CCLC program/ Extended school services to provide remediation, homework help, and enrichment for all students through before school, after school, and summer school programs.	Growth & achievement, as measured by MAP, IOWA, Common Assessments, and K-Prep	9/21-9/22 21st CCLC Program/ Extended School Services offerings and attendance Teachers and Administrators	21st Century Grant/State Funded Grant
		B. Teachers will use Study Island, IXL, Google Classroom, Prodigy Math, River Deep, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and provide more	Summative assessment measures by MAP, IOWA, Common Assessments, and K-Prep and attendance in 21st CCLC	9/21-9/22 Lesson Plans, Program Reports, and Formal/Informal Observations Teachers	Instructional funds and 21st Century/State Funded Grant

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 32.6% in 2021 to 68.6% by 2024 in reading and 14.0% in 2021 to 61.0% by 2024 in math as measured by the state's accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		individualized instruction to all students.			
		C. Teachers will participate in Math Design Collaborative meetings and will share research proven instructional strategies with peers during PLC meetings and/or professional development sessions. Job-embedded professional development on the most current, research-proven teaching practices will ensure teachers are able to maximize math instruction for all students.	Increase in math as measured by MAP, IOWA, Common Assessment, and K-Prep	9/21-9/22 Teachers	Instructional funds

2: Separate Academic Indicator

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level from 15.3% in 2021 to 25.0% by 2022 in the area of Science as measured by the state's new accountability calculator.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council	Summative assessment measures, such as IOWA, MAP, Common Assessments, and K-Prep	9/21-9/22 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.
		B. Teachers will use scrimmage tests to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in science, achievement as evidenced by scrimmage results, Common Assessments, and K-Prep	9/21-9/22 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Science Instructional Coach, as well as with grade level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results	Growth in student data as provided by IOWA, Common Assessments, Classroom data, and K-Prep	9/21-9/22 PLC minutes and Data Notebooks Teachers and District Curriculum and Special Needs Staff	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and will cooperate to make instructional decisions.			
	2. Design, Align, and Deliver	A. Teachers and principal will collaborate to design learning opportunities for the 21st CCLC program/ Extended school services to provide remediation, homework help, and enrichment in the area of Science for all students through before-school, after-school, and summer school programs.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and K-Prep	9/21-9/22 21st CCLC Program/Extended School Service offerings and attendance Teachers and Administrators	21st Century Grant/State Funded Grant
		B. Teachers will use Study Island, IXL, Google Classroom, Brain Pop, and other digital resources in order to enhance instruction in Science, increase student engagement; and provide more individualized instruction to all students.	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep and attendance in 21st CCLC	9/21-9/22 Lesson Plans and Formal/Informal Observations Teachers	Striving Readers Grant; 21st Century Grant/State Funded Grant; Instructional Funds
		C. Teachers in accountability grades will administer Science assessments in formats similar to those used on K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on K-Prep assessments and will teach students to use self-evaluation	Student performance on K-Prep, as well as individual performance on formative and summative products	9/21-9/22 Scrimmage Test results Teachers	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		as a tool to enhance their writing literacy and test taking skills.			
		D. 21st CCLC/ Extended school services staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and K-Prep	On-going Data notebooks, K-Prep results Regular Education Teachers; Special Education Teachers; 21st Century/Extended School Service Staff	21st Century Grant/State Funded Grants
	3. Design and Deliver Instruction	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth	Student achievement and growth as evidenced by classroom data IOWA, and K-Prep; data from Impact KY Survey	On-going Student data	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and will identify strategies to meet their goals.			
Objective 2: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level from 57.1% in 2019 to 59.1% by 2022 in the area of Social Studies as measured by the state's new accountability calculator.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as IOWA, , Common Assessments, and K-Prep	9/21-9/22

PLC and SBDM Minutes

Teachers and SBDM Council | Funding for Assessments provided through board of education funds and approved grants. |
| | | B. Teachers will use scrimmage tests to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources. | Increase in social studies, and achievement as evidenced by scrimmage results, Common Assessments, and K-Prep | 9/21-9/22

Lesson Plans and Formal/Informal Observations

Teachers | No funding needed. |
| | | C. Teachers will collaborate with District Instructional Coaches, as well as with grade level team members, teachers across grade levels, and Special | Growth in student data as provided by IOWA, Common Assessments, Classroom data, and K-Prep | 9/21-9/22

PLC minutes
Teachers and District Curriculum and Special Needs Staff | No funding needed. |

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Education instructors/Interventionists to analyze student data results and will cooperate to make instructional decisions.			
	2. Design, Align, and Deliver	A. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (AR), Brain Pop, and other digital resources in order to enhance instruction in Social Studies, increase student engagement; and provide more individualized instruction to all students.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and K-Prep	9/21-9/22 21st CCLC Program offerings and attendance Teachers and Administrators	21st Century Grant
		B. Teachers in accountability grades will administer Social Studies assessments in formats similar to those used on K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on K-Prep assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep and attendance in 21st CCLC/Extended School Services	9/21-9/22 Lesson Plans and Formal/Informal Observations Teachers	Striving Readers Grant; 21st Century Grant/State Funded Grant; Instructional Funds
		C. 21st CCLC/Extended schools Service staff will collaborate	Student performance on K-Prep, as well as	9/21-9/22	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs	individual performance on formative and summative products	Scrimmage Test results Teachers	
		D. 21st CCLC/Extended school service staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and K-Prep	On-going K-Prep results Regular Education Teachers; Special Education Teachers; 21st Century/Extended School Service Staff	21st Century Grant/State Funded Grant
Objective 3: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level and from 42.4% in 2021 to 62.1% by 2022 in writing as measured by the state's new accountability calculator.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, and K-Prep	9/21-9/22 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will use scrimmage tests in the areas of Writing to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in writing achievement as evidenced by scrimmage results, Common Assessments, and K-Prep	9/21-9/22 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Writing Instructional Coach, as well as with grade level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results and will cooperate to make instructional decisions.	Growth in student data as provided by IOWA, Common Assessments, Classroom data, and K-Prep	9/21-9/22 PLC minutes and Data Notebooks Teachers and District Curriculum and Special Needs Staff	No funding needed.
		D. Teachers will collaborate with District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	9/21-9/22 Scrimmage Test results, Data Notebooks, and PLC Minutes Teachers and District Writing Coach	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		E. Students will track their progress in writing, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental levels and interest level. Students in 5th and 6th, for example, will be presented with on-demand tasks that address situations encountered in and/or important to middle school aged students. These strategies will increase student engagement self-awareness, and motivation.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	9/21-9/22 Teachers	No funding needed.
	2. Design, Align, and Deliver	A. Teachers and principal will collaborate to design learning opportunities for the 21st CCLC program/Extended school services to provide remediation, homework help, and enrichment in the area of Writing tasks will be embedded in 21st CCLC/Extended school service activities.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and K-Prep	9/21-9/22 21st CCLC Program/Extended School Services offerings and attendance Teachers and Administrators	21st Century Grant/State Funded Grant
		B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (AR), Brain	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-	9/21-9/22 Lesson Plans and Formal/Informal Observations	Striving Readers Grant; 21st Century Grant/State Funded

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Pop, and other digital resources in order to enhance instruction in Writing; increase student engagement; and provide more individualized instruction to all students.	Prep and attendance in 21st CCLC	Teachers	Grant; Instructional Funds
		C. Teachers in accountability grades will administer and Writing assessments in formats similar to those used on K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on K-Prep assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	Student performance on K-Prep, as well as individual performance on formative and summative products	9/21-9/22 Data Notebooks and Scrimmage Test results Teachers	No funding needed.
		D. 21st CCLC/Extended school service staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and K-Prep	On-going Data notebooks, K-Prep results Regular Education Teachers; Special Education Teachers; 21st Century Staff	21st Century Grant/State Funded Grant

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Establish Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth as evidenced by classroom data IOWA, and K-Prep; data from Impact KY Survey	Ongoing Student data notebooks Teachers	No funding needed.
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with KY Academic Standards for Writing along with district writing plan. Students will be provided differentiation to address their individual	Student achievement and growth as evidenced by classroom data, common assessments, scrimmage results, and K-Prep	9/21-9/22 Lesson Plans, PLC minutes, Data Notebooks, Formal/Informal Observations, K-Prep results Teachers	Striving Readers Grant: Wordly Wise and IReady

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 15.3% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 57.1% to 63.0% in the area of writing, by 2024 as measured by the state's new accountability calculator.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needs. Teachers in all grade levels will incorporate the Ready Winter supplemental curriculum into writing activities along with Wordly Wise supplemental resources.			

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: Increase the proficiency score in reading for students in the economically disadvantaged population from 29.9% in 2021 to 39.3% in 2022 as measured by the state's NAPD calculation.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading and language in order to place students in RTA, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth as evidenced by MAP and STAR Reading results; RTA, & Title I	9/21-9/22 Progress Reports and Data Sheets for students receiving services Teachers	RTA, Title I funding, and Board of Education funds and approved grants.
		B. Students identified as at -risk in reading, and/or language will be screened using AIMS Web Plus, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	Student growth, as evidenced by MAP, STAR Reading, & AIMS Web Plus and data provided through progress monitoring	Ongoing Progress monitoring data Teachers	Funding for assessments provided through Board of Education funds and approved grants.
		C. Teachers will collaborate with RTA, STC, Title I, and Special Education instructors to analyze student data results and will cooperate to make	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments,	9/21-9/22 PLC minutes and Progress monitoring Teachers	RTA, Title I funding, and Board of Education funds and approved grants.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional and placement decisions.	classroom data, and K-Prep		
Objective 2: Increase the proficiency score in math for students in the economically disadvantaged population from 11.3% in 2021 to 29.4% in 2022 as measured by the state's NAPD calculation.	2. Design, Align, and Deliver Support	A. STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small group instruction, one on one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, STAR Reading, AIMSWeb Plus, IOWA, Common Assessments, classroom data, and K-Prep	Ongoing Student data notebooks and teacher schedules Teachers	Funding for assessments provided through Board of Education funds and approved grants.
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum design specialists, and instructional coaches to employ research driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers and District Curriculum Team	Funding for assessments provided through Board of Education funds, approved grants.
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, River Deep, MyOn, Read Theory, Flocabulary, News ELA, Google	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and K-Prep	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers	Funding for assessments provided through Board of Education funds, approved grants, and instructional funds.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Classroom, and BrainPop will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.			
		D. 21st CCLC/ Extended school services staff will collaborate with classroom teachers, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and K-Prep	Ongoing

Lesson Plans and Formal/Informal observations
Teachers | Funding for assessments provided through Board of Education funds, approved grants, 21st Century Grant, MIT Grants, and Title I Funding. |
| | | E. Family Resource Center staff, along with 21st CCLC/ Extended school services staff will collaborate with teachers, parents, and the community to provide services to reduce barriers and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to | Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Impact KY Survey | Ongoing

Sign-in sheets for 21st CCLC/ Extended school services, FRC, and school events

Teachers, FRC Staff, and 21st Century Staff | FRC, 21st Century Grants/ Extended school services, funding for assessments provided through Board of Education funds and approved grants. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		overcome obstacles and learn at high levels.			
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth as evidenced by MAP, IOWA, and K-Prep; data from Impact KY Survey	Ongoing

Student data notebooks

Teachers | Funding for assessments provided through Board of Education funds and approved grants. |

4: Growth

Goal 4: Increase our overall growth in grades 4th-6th from 55.7% in 2019 to 60.0% by 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the student growth from 55.7% in 2019 to 57.0% by 2022.	1. Design, Align, and Deliver Support	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with Kentucky Academic Standards. Teachers will collaborate with MIT, Title I Interventionists, Special Education teachers, and the District Math Instructional Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	9/21-9/22 Data notebooks and PLC minutes Teachers, MIT Teacher, Special Education Dept., and District Math Coaches.	MIT Grant, Title I funding, and Board of Education funds and approved grants.
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with Kentucky Academic Standards. Teachers will collaborate with RTA, Save the Children, Special Education teachers, and District Reading Instructional Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	9/21-9/22 Data notebooks and PLC minutes Teachers, STC, RTA Teacher, District Reading Coach, and Special Education Dept.	RTA Grant, Save the Children Grant, and funding for assessments provided Board of Education funds and approved grants.
		C. Teachers will use IXL, Prodigy Math, Study Island, Reading Eggs, MyOn, Google Classroom,	MAP, formative and summative assessment data, K-Prep results,	9/21-9/22 Program reports and Data notebooks	Striving Readers Grant: Scholastic Magazines, Time for

Goal 4: Increase our overall growth in grades 4th-6th from 55.7% in 2019 to 60.0% by 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Read Theory, Flocabulary, News ELA, Renaissance Place, Brain POP, Wordly Wise, Scholastic Magazines, Time for Kids, and River Deep to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase engagement.	data notebooks, and PLC minutes	Teachers	Kids, and funding for assessments provided through the Board of Education funds.
	2. Review Analyze and Apply	A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	9/21-9/22 PLC minutes, Lesson Plans, and Data notebooks Teachers	Funding for assessments provided through the Board of Education funds.
		B. Teachers will analyze MAP data after Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	9/21-9/22 Data notebooks and RTI/Referral notes Teacher, Interventionists, Special Education Dept., and 21st Century/ Extended Service Staff.	21st Century grant, Kentucky State Funded Grants and funding for assessments provided through the Board of Education funds.

Goal 4: Increase our overall growth in grades 4th-6th from 55.7% in 2019 to 60.0% by 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		intervention programs, such as small group work with interventionists, RTI, special education referral, or extended learning through the 21st CCLC program/Extended School Services.			
		C. 21st CCLC/Extended School Service program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, IOWA, and K-Prep data will be used to identify instructional needs.	MAP, K-Prep results, data notebooks, and PLC minutes	9/19-9/20 21st CCLC/ Extended School Service Program data Teachers, and 21st Century Staff	21st Century Grant/ State Funded Grant, and funding for assessments provided through the Board of Education funds.
	3. Design and Deliver Assessment Literacy	A. All students in Grades 3-6 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted, and timed in a manner similar to K-Prep testing and will be scored and reviewed with students to provide feedback.	Scrimmage test results	9/21-9/22 Scrimmage test data and PLC minutes Teachers	No funding needed

Goal 4: Increase our overall growth in grades 4th-6th from 55.7% in 2019 to 60.0% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Oak Grove Elementary School
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Corbin, Kentucky, 40701
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?

Oak Grove Elementary is located on Cumberland Falls Highway in Northern Whitley County. Oak Grove has been in existence since 1955. The school is the focal point of the community and a source of great pride for everyone. Our school is served by a principal, one assistant principal, a librarian, 1 Reading Recovery teacher, 1 Reading Recovery/RTA teacher, 1 math intervention teacher (MAF), 1 speech-language pathologist, 5 special needs teachers, a fine arts teacher, a physical education teacher, 24 homeroom teachers, 5 preschool teachers, 18 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and 1 counselor. In the afternoon, students are provided with academic and enrichment opportunities through programs such as Save the Children and Extended School Services. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 553 students in kindergarten-6th grade and 102 preschool children. The faculty and students are English speaking, predominantly Caucasian, with 81.8% economically disadvantaged, 24% special needs, less than 1% formally identified gifted and talented, and around 8% in the primary talent pool. Also, we have the STC Math and Reading tutor, and the AmeriCorp grant which provides us with a math tutor during the school day. Oak Grove is actively involved with the surrounding community and identifies with the importance of this collaboration. We have been active participants in various community support groups and events such as Children's Tumor Foundation, Wounded Warrior Project, Children's Heart Association, March of Dimes, Operation Thanksgiving, Project Angel Tree, Autism Awareness Month, American Cancer Society, Relay for Life, Diabetes Awareness, and National Better Hearing and Speech Month. Additionally, our teachers look for ways to involve community businesses and to use various community resources in planning and presenting lessons. Examples include having community members present information to students during career fair, inviting local first responders to present information regarding emergency preparedness, and having dental professionals come in during dental health lessons to provide information and give students resources. Some classes are afforded opportunities to take field trips to local businesses as well. To promote physical fitness, we provide a walking track for the community to use after school hours. The track is used by community members and parents of students. The National Cancer Society, Children's Tumor Foundation, and Relay for Life have also utilized the track for

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awareness walks. We are also partners with Baptist Regional Medical Center to provide Project Fit America. One of the challenges faced by Oak Grove is the location of our school. We are very near in proximity to our neighboring district and are several miles away from the other schools within our home district, which hinders collaboration somewhat. It also deters community support in some ways, as some businesses and community resources are solely committed to the city school district. One way that we have tried to overcome this challenge is by trying to give back to our community, as stated above, so that we may become more united. Over the last two years, the biggest changes to our school include adjusting to the pandemic and virtual learning. However, as with any closely bonded team, and the support of our district, we continue to work together to strive towards excellence and close the gap.

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.

At Oak Grove we take great pride in our mission statement which is posted in each room in the building and recited by our students every morning. "The Mission of Oak Grove Elementary is to provide an education for all students and to ensure that all students learn with EXCELLENCE as the standard." Our school has a family atmosphere and we base our foundation on the belief that "Children don't care how much you know until they know how much you care." At Oak Grove Elementary, the children will always come first. We go above and beyond to challenge each child so they can become the best they can be. Our vision is for Oak Grove Elementary to be an exemplary learning center where students, parents, staff members and community partners come together to encourage each student to meet high expectations and reach his/her greatest potential. Oak Grove provides students with several programs that help them to excel and reach their potentials. We provide in school and after school Save the Children program. In school small group sessions provided intense focus on reading and math. After school, Save the Children provides our students with more focus on their reading studies and includes them in activities focused on healthy choices, as well as fostering parent engagement. Title 1, Reading Recovery, and MAF (Math Achievement Fund), are used to assist students in individual or small group interventions in the areas of reading and mathematics. Extended school services provide morning homework help and afterschool tutoring and enrichment activities in areas such as reading, math, STEM, visual and performing arts, practical living, etc. We also just received the AmeriCorps grant which provides a math tutor in school for grades 3rd-5th. Special Education services are provided for students who may have academic

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needs. For the students who may need to be challenged to further excel, we offer the Gifted and Talented Program and Extended School Services for enrichment.

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.

Oak Grove is the largest elementary school in the Whitley County school system and holds the district's largest elementary enrollment. Our school has maintained a reputation of being top ranked in all areas of team competition, including academic and sports. For the past couple of years prior to pandemic, Oak Grove has met proficiency level on all state assessments and continued toward our mission of Excellence. Now we are working on closing the gap left from the pandemic. Each year we are striving to reach and maintain proficiency and continue showing student growth. Since 2011-2012 Oak Grove has progressively improved according to KPREP data with a few decreases along the way. In spring of 2021, our 5th grade on-demand writing scores for proficient and distinguished were higher than the state and district average. We will continue focusing on novice reduction and targeting individual students. Our PLC's meet weekly in the data room to address each child's individual needs. Teachers, administrators, and district level personnel meet to look at student data and discuss strategies to meet needs and help improve student achievement. We place each student's name and MAP scores on a "data wall" so that we can visually see the progress or any regression, and collaboratively discuss best practices to help each individual student. Another notable achievement is that we have a National Board-Certified teacher. Last year, she received her recertification as nationally certified teachers after their initial ten-year certificate. All subject areas, attendance, and growth are areas of focus for Oak Grove this year. We are collaborating with district personnel to provide needed curriculum resources for our students in the area of science and discussing best practices during PLC meetings to address the science standards. This year, Oak Grove is participating in several activities to foster better attendance. We are having a "competition" among classrooms, and we are looking more closely at attendance interventions for those with chronic absenteeism. Also, we are having a competition among staff to improve faculty and staff attendance. Furthermore, closing the gap is something that we are looking at more closely this year. We are looking at ways of differentiating the curriculum to meet the needs of the higher performing students as well to ensure growth in all students.

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

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)