



## 2022-23 Phase One: MES Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**McKee Elementary School**

**Tim Truett**

McKee, null, 40447

---

## Table of Contents

<u>2022-23 Phase One: Continuous Improvement Diagnostic for Schools</u>	3
---	---

## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Timmy Truett, Principal



## 2022-23 Phase One: MES Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

**McKee Elementary School**  
**Tim Truett**  
McKee, null, 40447

---

## Table of Contents

2022-23 Phase One: Executive Summary for Schools	3
Attachment Summary	7

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

McKee Elementary School is located in the county seat of McKee, Kentucky in the county of Jackson. McKee Elementary is one of three elementary schools in Jackson County. Currently McKee Elementary is home to 400 students in grades PK-5.

McKee Elementary is a Title I school. McKee is a small, rural one stop light town nestled in the foothills of the Appalachian mountains and is very unique in the sense that a large portion of the land surrounding McKee is designated as the Daniel Boone National Forest and therefore protected. Many families in our community have very long standing roots in the area, some of which reach back multiple generations. The industry in Jackson County is very limited, in high parts due to the protection of the Daniel Boone National Forest, which in turn contributes to a very high unemployment rate and results in many residents leaving the area in order to find better paying wages/employment. However, it does have the advantage of lower pollution rates, lower congestion and an abundance of natural beauty. According to the United States Census Bureau, the population of Jackson County in 2020 was 12,955 people. McKee Elementary also has a very large population of students identified as impoverished. At almost 80%, 8 out of 10 students are designated free/reduced lunch students and classified as economically disadvantaged. McKee Elementary also has a large population of students with Individual Education Plans with nearly 27% of PK-5th grade students classified as a special education student. According to the School Report Card Equity tab, the teacher turnover rate at McKee Elementary is only 4.2% with the teachers having an average of 14.3 years of teaching experience. School climate also plays a vital role to our success....according to the 2022 Kentucky Impact Working Conditions Survey 97% of the staff perceived the school climate to be a positive working condition.

The survey also showed that 98% of the staff rated their relationship with school leadership as highly favorable. This was well above the district and state averages. Please see the attached Kentucky Impact Survey for more in depth results.

### **ATTACHMENTS**

#### **Attachment Name**

---

 [McKee Webpage](#)

### 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.

The staff at McKee Elementary School believes that meaningful, child centered instruction produces unique, successful and compassionate citizens. Our mission statement is "Meeting goals through care and love, keeping promises, everyday by everyone." MES holds each student to high expectations through data analysis, parent involvement, teacher communications and many different program offerings for students. A variety of extra opportunities are offered to each student at McKee Elementary. These activities include after school tutoring through our Save the Children partners with our Bulldog Club, various sports activities, academic team, STLP and numerous other opportunities and programs to bridge the gap between school and home.

### 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.

Looking back over the last three academic years McKee Elementary has shown tremendous progress and growth in nearly all areas. We have went to being a struggling school to being one of only 37 schools across the Bluegrass to achieve the coveted 5 star K-Prep Accountability rating in 2019.

In 2015-2016, McKee Elementary had an overall achievement score of 69.8. This is a 4 point increase from our previous year's achievement score of 65.8. Our school scores in achievement and gap increased quite significantly during the 2016-2017 school year. Achievement made a 2.0 point increase, rising from 73.9 in 2015-16 to 75.9 in 2016-2017 to an 89.0 in the proficiency indicator in the 2018-2019 school year which warranted a High rating label. Gap rose the most going from 55.4 in 2015-16 to 74.9 in 2016-17, resulting in a 19.5 point gain. Growth fell from 68.0 in 2015-16 to 58.6 in 2017-18, which equals a 9.4 point decrease but made a large comeback in the 2018-2019 school year with a score of 69.1 and a Very High label. With that accountability system McKee Elementary also received reporting data on a category labeled Separate Academic Indicator (Science, Social Studies, OnDemand Writing) and for the 2018-2019 school year we received 82.0 points and a Very High label for that category.

2018-2019 Test Data Analysis: Proficiency was our school's most successful area of student learning with an overall score of 89.0. McKee Elementary had all 5 content areas where 50.0% or more of our students reached proficiency. NAPD data indicates that our school's highest scoring content area was social studies, with 91.3% of students scoring either proficient or distinguished. In 2019 our second highest scoring content was Reading, with 72.7% of our students scoring either proficient or distinguished. This year we also saw math reach our highest proficiency rating ever with 66.9% of all students being either proficient or distinguished. Science and On-Demand Writing also showed great proficiency ratings with 59.1% of all science students scoring proficient or distinguished and 52.2% of writing students scoring proficient or distinguished. Upon close



---

examination of the data MES Social Studies and Science scores were among the top 20 scores in the state for their respective areas.

Growth: We obtained 69.1 points for our growth indicator score which put us in the Very High category for that specific indicator. Since this was the first year with the newly introduced accountability system it is difficult to compare previous year growth numbers since the calculations are vastly different .

Gap: Nearly all students at McKee Elementary are Gap students. In the 2018-2019 school year nearly 81% of our students are labeled economically disadvantaged. These students scored 70.1% P/D in Reading and 62.6% P/D in Math. Students with an IEP were able to score 57.8% P/D in Reading and 51.1% P/D in mathematics. Both areas have shown tremendous growth over the last few years. Based upon data trends from the previous two academic years, we continue to show an area of strength in achievement in Reading and Social Studies. We have also made tremendous gains in Mathematics as well and are now achieving above the state average. MES was able to have 66.9% of students reach at least proficiency compared to only 48.6% of the state average. We continue to struggle maintaining consistency within proficiency with on-demand writing. While 52.2% of our students achieved proficiency in writing this is not where we want it to be. MES had zero distinguished writers and that is something that we will be focused on changing in the future.

2020- No Data due to Covid

2020-2021 While 2021 produced no accountability ratings it did provide the school with some raw numbers that allowed us to see just how severe the overall learning loss from Covid has proven to be. While no growth information was provided we were provided with overall percentages for proficiency and distinguished. In Reading as an overall school we saw 60.3% of our students reach proficiency. In Math 51.1% of our students reached proficiency and in On Demand Writing 57.1% of our students reached proficiency with 31% of that being students who scored distinguished. Considering that the prior testing year we had zero distinguished writers we were excited about the direction our writing program seems to be headed. McKee Elementary was also identified as a "Bright Spot in Education" school in Kentucky which was nominated and recognized by the Pritchard Committee. Based on our last 3 years test scores, our school was one of only 47 schools in Kentucky to receive this lofty recognition. In order to produce the desired changes in multiple targeted areas we, as a school, have implemented numerous proactive strategies. Our school will continue to set aside a specific block of time for writing instruction, in addition to writing across grade levels and across curriculums. We feel that this extra dedicated time can continue to improve student achievement in writing and therefore increase our scores as a direct result. The on demand writing teacher also participated in a writing workshop called "Writing Smack down" and will begin to team teach bimonthly with 3rd and 4th grade teachers to begin implementing the on demand writing process at an earlier stage. The school writing committee will also continue to meet in content level PLC's bimonthly to monitor and evaluate writing, as well as to continuously develop McKee Elementary School ideas for improvement. A new school writing policy has also been drafted for review with more emphasis on earlier writing in the primary grades. As for our concern to

---

be able to maintain our high proficiency ratings with our other subject areas we continue to use our I-Ready diagnostics to drive our interventions. Intervention instruction blocks have been placed into the schedule and are considered protected times. We are continuing to analyze many data points and naming and claiming struggling students in a timely manner, to be able to provide the necessary interventions to allow them to catch up and perform on or close to grade level. Each grade level with math and reading have been given "Magic I-Ready numbers" which we have correlated with prior years K-Prep data to provide us with a cut point that we think if attained, that proficiency on the state standardized tests can also be attained. Teachers are encouraged to share scores with students and let them know their individualized magic number to allow them to have a goal score to shoot for.

Data for the 2021-2022 school year have not yet been released upon the completion of the executive summary.

## **ATTACHMENTS**

### **Attachment Name**

---



2022 Kentucky Impact Survey

#### Additional Information

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



N/A

#### Additional Information

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022 Kentucky Impact Survey	2022 Kentucky Impact Working Conditions Survey	•
 <a href="#">McKee Webpage</a>	MES Webpage	•



# McKee Elementary School (Jackson County)

Impact Kentucky Working Conditions Survey  
2022 Impact Kentucky



Report created by  
Panorama Education



## Summary

Topic Description	Results	Comparison
<p><b>Educating All Students</b></p> <p>Faculty perceptions of their readiness to address issues of diversity.</p>	<p><b>90%</b></p> <p>▲ 8 since last survey</p>	<p><b>70%</b> Kentucky Elementary Schools</p> <p><b>67%</b> Kentucky</p> <p><b>73%</b> Jackson County</p>
<p><b>Emotional Well-Being and Belonging</b></p> <p>Perceptions of educator well being, efficacy, and belonging</p>	<p><b>79%</b></p>	<p><b>51%</b> Kentucky Elementary Schools</p> <p><b>48%</b> Kentucky</p> <p><b>57%</b> Jackson County</p>
<p><b>Feedback and Coaching</b></p> <p>Perceptions of the amount and quality of feedback faculty and staff receive.</p>	<p><b>94%</b></p> <p>0 since last survey</p>	<p><b>61%</b> Kentucky Elementary Schools</p> <p><b>55%</b> Kentucky</p> <p><b>70%</b> Jackson County</p>
<p><b>Managing Student Behavior</b></p> <p>Perceptions of the management of student behavior in the classroom and school</p>	<p><b>95%</b></p> <p>0 since last survey</p>	<p><b>71%</b> Kentucky Elementary Schools</p> <p><b>65%</b> Kentucky</p> <p><b>81%</b> Jackson County</p>
<p><b>Professional Learning</b></p> <p>Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.</p>	<p><b>91%</b></p> <p>▼ 2 since last survey</p>	<p><b>63%</b> Kentucky Elementary Schools</p> <p><b>57%</b> Kentucky</p> <p><b>67%</b> Jackson County</p>
<p><b>Resources</b></p> <p>Perceptions of the adequacy of the school's resources.</p>	<p><b>65%</b></p> <p>▼ 8 since last survey</p>	<p><b>50%</b> Kentucky Elementary Schools</p> <p><b>49%</b> Kentucky</p> <p><b>49%</b> Jackson County</p>



### School Climate

Perceptions of the overall social and learning climate of the school.

**97%**

▼ **2**  
since last survey

- 70%** Kentucky Elementary Schools
- 60%** Kentucky
- 69%** Jackson County

### School Leadership

Perceptions of the school leadership's effectiveness.

**95%**

▼ **1**  
since last survey

- 69%** Kentucky Elementary Schools
- 64%** Kentucky
- 70%** Jackson County

### Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.

**98%**

▲ **1**  
since last survey

- 78%** Kentucky Elementary Schools
- 76%** Kentucky
- 79%** Jackson County

32 responses



## Educating All Students

Your average

**90%**

32 responses

Change

**▲ 8**

since last survey

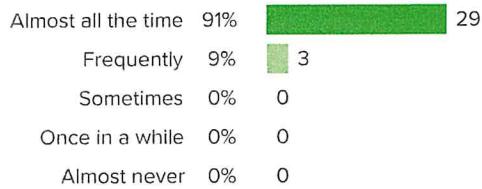
School Type average: **70%** Kentucky Elementary Schools

State average: **67%** Kentucky

District average: **73%** Jackson County

### How did people respond?

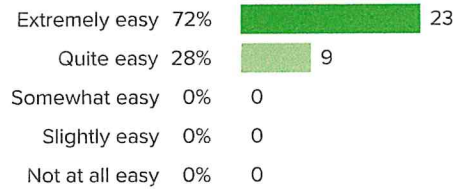
#### Q.1: How often do teachers use assessment data to inform their instruction?



▲ 0 from last survey

Favorable: **100%**

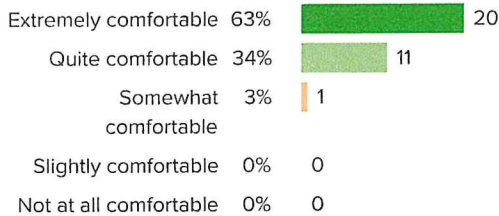
#### Q.2: How easy do you find interacting with students at your school who are from a different cultural background than your own?



▲ 6 from last survey

Favorable: **100%**

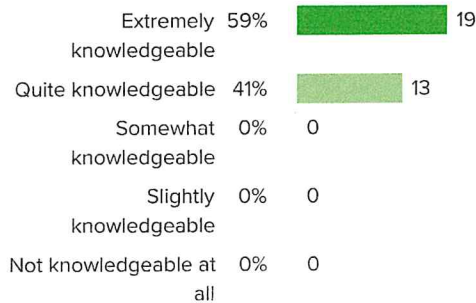
#### Q.3: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?



▲ 10 from last survey

Favorable: **97%**

#### Q.4: How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

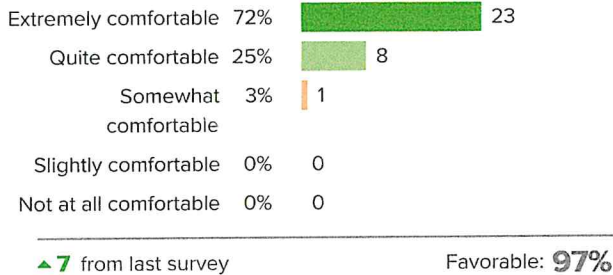


▲ 13 from last survey

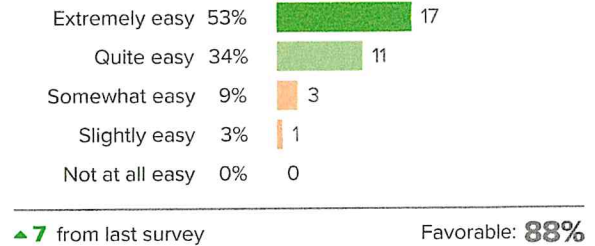
Favorable: **100%**



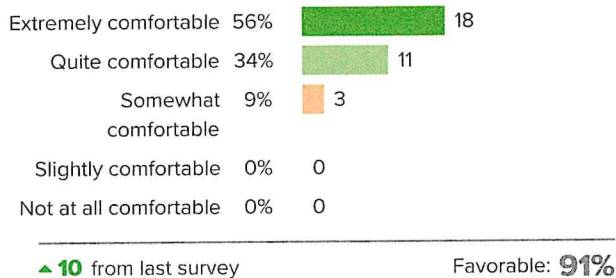
**Q.5: If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?**



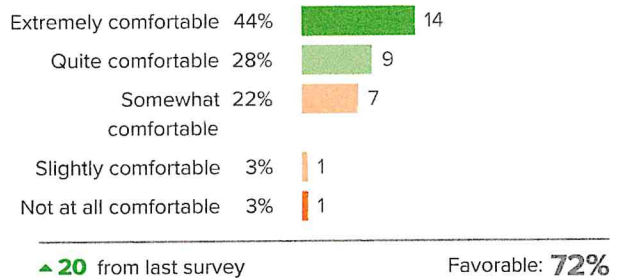
**Q.6: How easy would it be for you to teach a class with groups of students from very different religions from each other?**



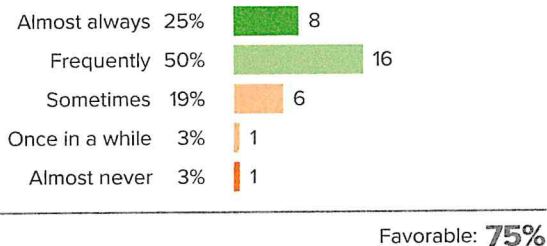
**Q.7: In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?**



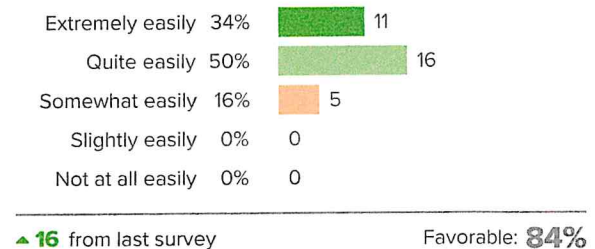
**Q.8: How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?**



**Q.9: How often do adults at your school have important conversations about sensitive issues of diversity, even when they might be uncomfortable?**



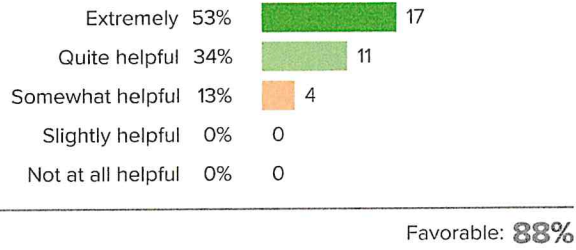
**Q.10: When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?**







**Q.11: When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?**





# Emotional Well-Being and Belonging

Your average

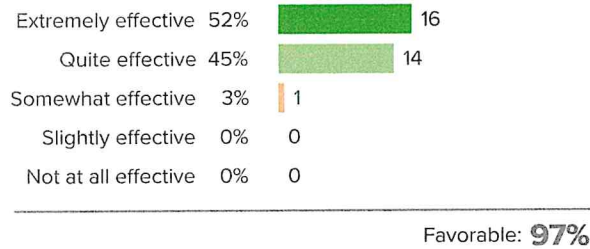
**79%**

32 responses

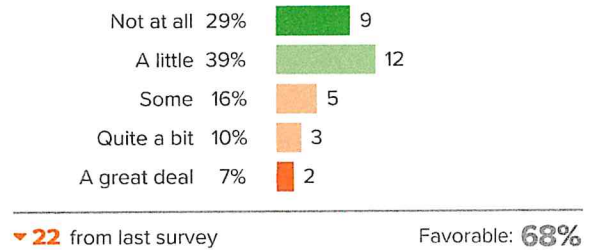
School Type average: **51%** Kentucky Elementary Schools  
 State average: **48%** Kentucky  
 District average: **57%** Jackson County

## How did people respond?

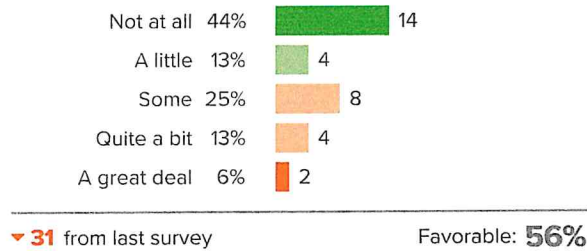
### Q.1: How effective do you feel at your job right now?



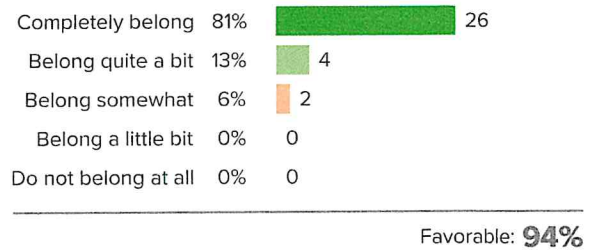
### Q.2: How concerned are you about the emotional well-being of your colleagues as a result of their work?



### Q.3: How concerned are you about your own emotional well-being as a result of your work?



### Q.4: Overall, how much do you feel like you belong at your school?





## Feedback and Coaching

Your average

**94%**

32 responses

Change

**0**

since last survey

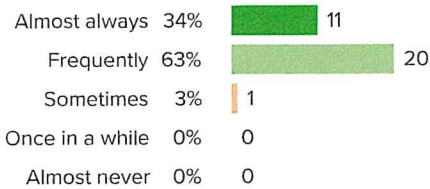
School Type average: **61%** Kentucky Elementary Schools

State average: **55%** Kentucky

District average: **70%** Jackson County

### How did people respond?

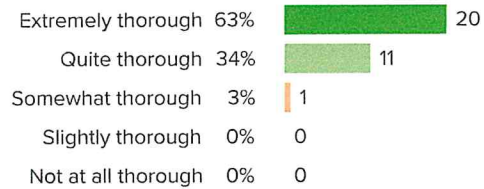
#### Q.1: How often do you receive feedback on your teaching?



▲ 0 from last survey

Favorable: **97%**

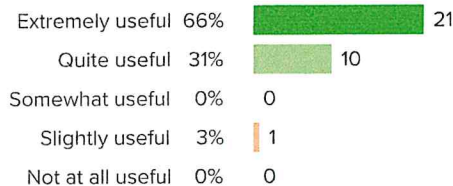
#### Q.2: At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?



▲ 7 from last survey

Favorable: **97%**

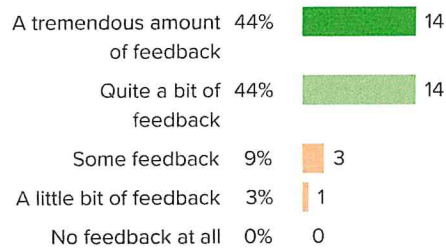
#### Q.3: How useful do you find the feedback you receive on your teaching?



▲ 3 from last survey

Favorable: **97%**

#### Q.4: How much feedback do you receive on your teaching?

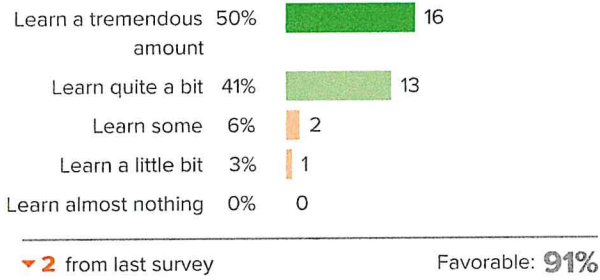


▼ 6 from last survey

Favorable: **88%**



**Q.5: How much do you learn from the teacher evaluation processes at your school?**





## Managing Student Behavior

Your average

**95%**

32 responses

Change

**0**

since last survey

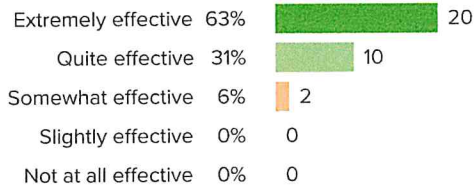
School Type average: **71%** Kentucky Elementary Schools

State average: **65%** Kentucky

District average: **81%** Jackson County

How did people respond?

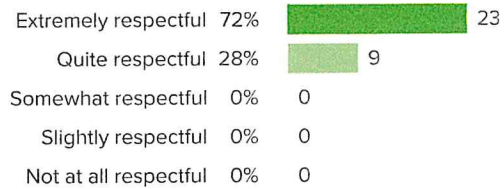
**Q.1: How effective are the school leaders at developing rules for students that facilitate their learning?**



▲ 0 from last survey

Favorable: **94%**

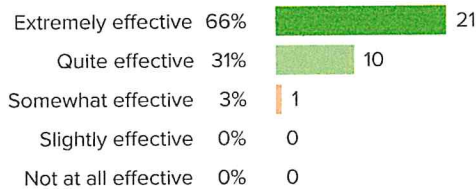
**Q.2: How respectful are the relationships between teachers and students?**



▲ 0 from last survey

Favorable: **100%**

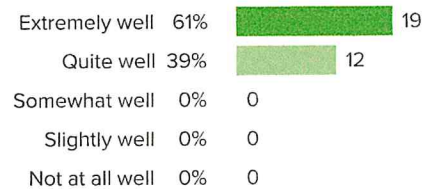
**Q.3: How effective do you think you are at managing disruptive classes?**



▲ 3 from last survey

Favorable: **97%**

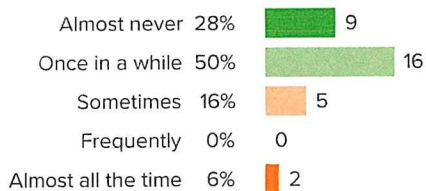
**Q.4: How well do school administrators support teachers' classroom management efforts?**



▲ 3 from last survey

Favorable: **100%**

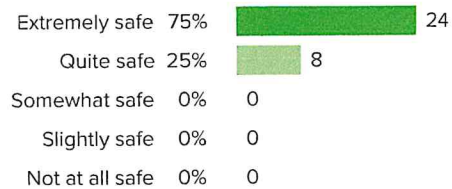
**Q.5: How often does student misconduct disrupt the learning environment at your school?**



▼ 6 from last survey

Favorable: **78%**

**Q.6: Overall, how safe is the school environment?**



▲ 0 from last survey

Favorable: **100%**



# Professional Learning

Your average

**91%**

32 responses

Change

**▼ 2**

since last survey

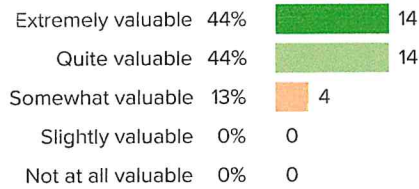
School Type average: **63%** Kentucky Elementary Schools

State average: **57%** Kentucky

District average: **67%** Jackson County

## How did people respond?

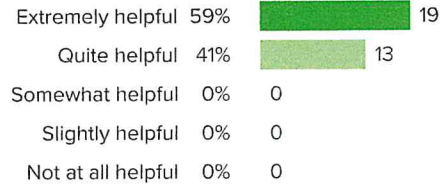
### Q.1: At your school, how valuable are the available professional development opportunities?



▼ 2 from last survey

Favorable: **88%**

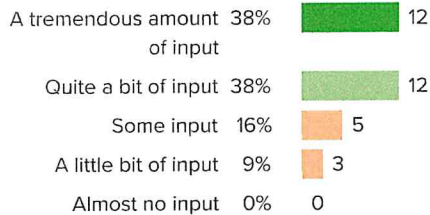
### Q.2: How helpful are your colleagues' ideas for improving your teaching?



▲ 0 from last survey

Favorable: **100%**

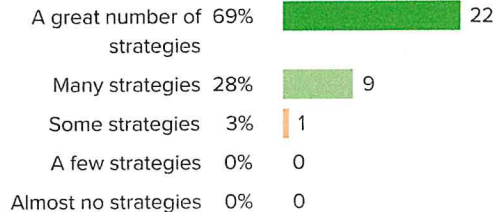
### Q.3: How much input do you have into individualizing your own professional development opportunities?



▲ 1 from last survey

Favorable: **75%**

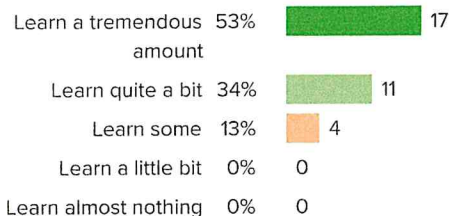
### Q.4: Through working at your school, how many new teaching strategies have you learned?



▲ 0 from last survey

Favorable: **97%**

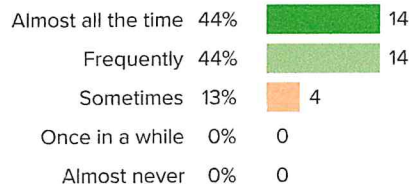
### Q.5: Overall, how much do you learn about teaching from the leaders at your school?



▼ 9 from last survey

Favorable: **88%**

### Q.6: How often do your professional development opportunities help you explore new ideas?

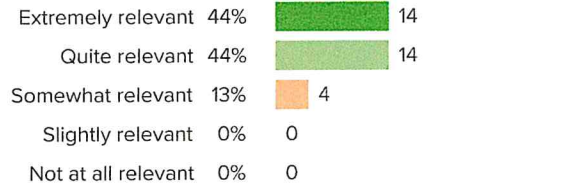


▼ 9 from last survey

Favorable: **88%**

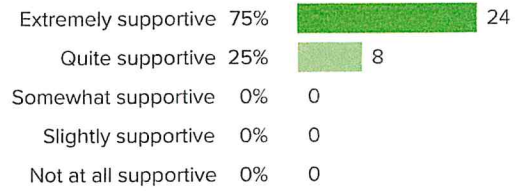


**Q.7: How relevant have your professional development opportunities been to the content that you teach?**



▼ **9** from last survey Favorable: **88%**

**Q.8: Overall, how supportive has the school been of your growth as a teacher?**



▲ **6** from last survey Favorable: **100%**



# Resources

Your average

**65%**

32 responses

Change

**▼ 8**

since last survey

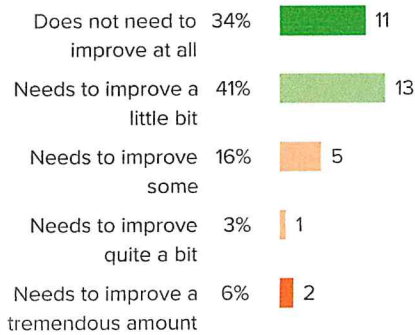
School Type average: **50%** Kentucky Elementary Schools

State average: **49%** Kentucky

District average: **49%** Jackson County

## How did people respond?

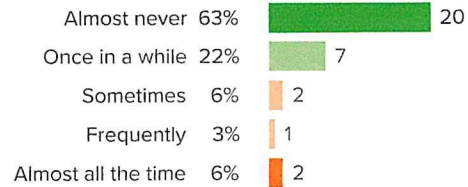
### Q.1: To what extent does the quality of the resources at your school need to improve?



▲ 1 from last survey

Favorable: **75%**

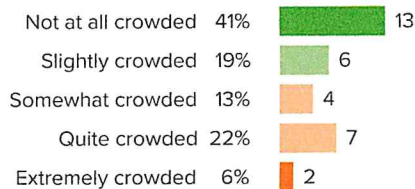
### Q.2: When students need help from an adult, how often do they have to wait to get that help?



▼ 3 from last survey

Favorable: **84%**

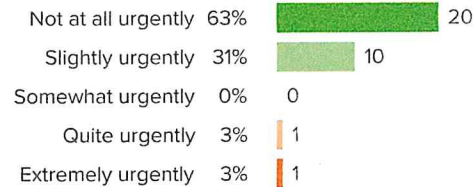
### Q.3: At your school, how crowded do the learning spaces feel?



▼ 28 from last survey

Favorable: **59%**

### Q.4: How urgently does your school's technology need to be updated?



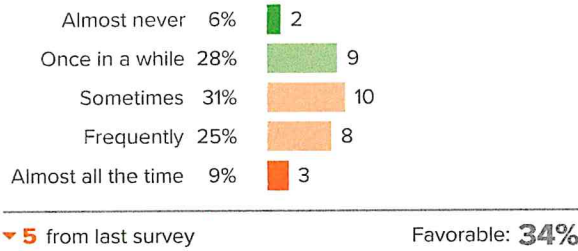
▲ 13 from last survey

Favorable: **94%**

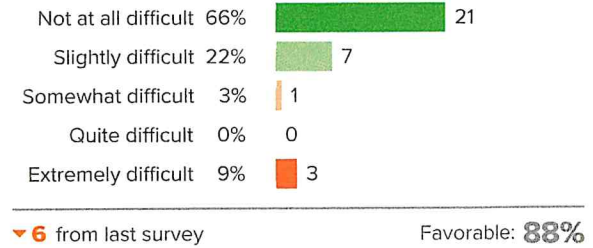




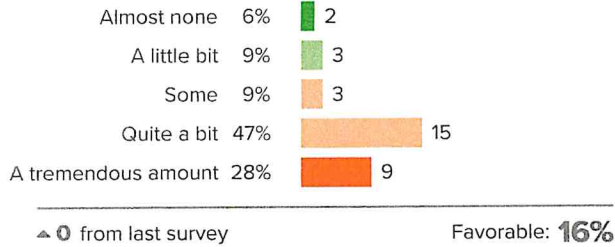
**Q.5: How often do your school's facilities need repairs?**



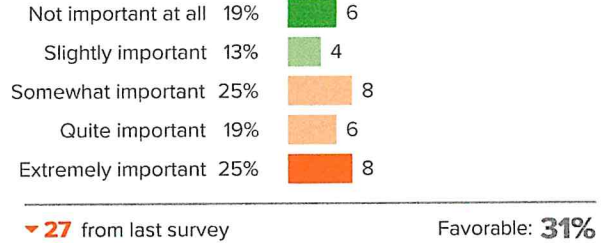
**Q.6: For students who need extra support, how difficult is it for them to get the support that they need?**



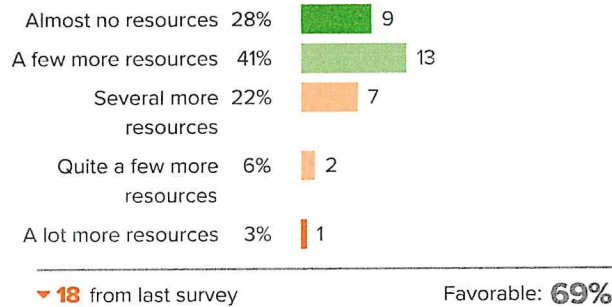
**Q.7: How much of your own money do you spend on your classroom?**



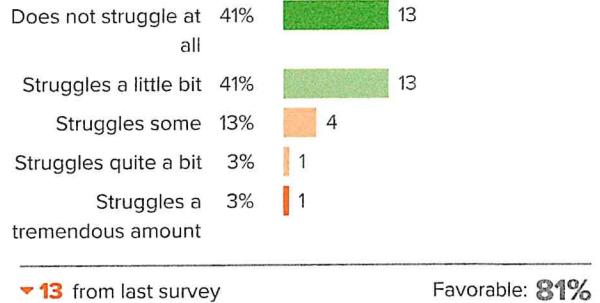
**Q.8: How important is it for your school to hire more specialists to help students?**



**Q.9: How many more resources do you need to adequately support your students' learning?**



**Q.10: Overall, how much does your school struggle due to a lack of resources?**



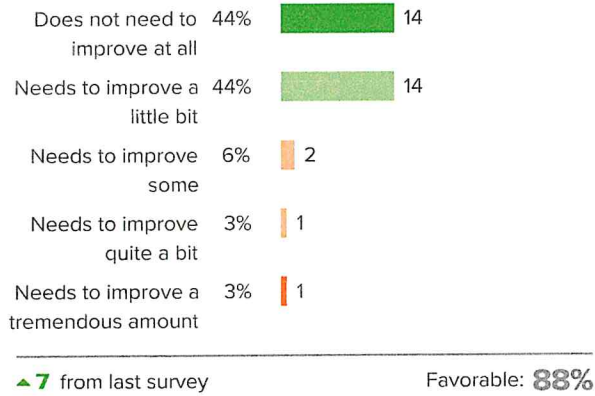


### McKee Elementary School (Jackson County)

2022 Impact Kentucky 2022 Impact Kentucky Working Conditions Survey, Impact Kentucky Working Conditions Survey



#### Q.11: To what extent does the access to instructional technology, including computers, printers, software and Internet access at your school need to improve?





# School Climate

Your average

**97%**

32 responses

Change

**▼ 2**

since last survey

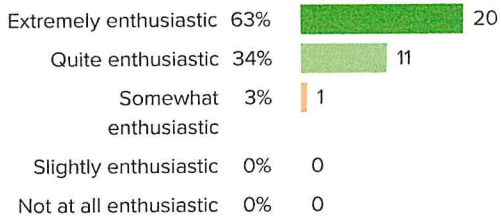
School Type average: **70%** Kentucky Elementary Schools

State average: **60%** Kentucky

District average: **69%** Jackson County

## How did people respond?

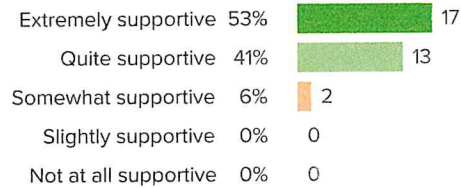
**Q.1: On most days, how enthusiastic are the students about being at school?**



▲ 0 from last survey

Favorable: **97%**

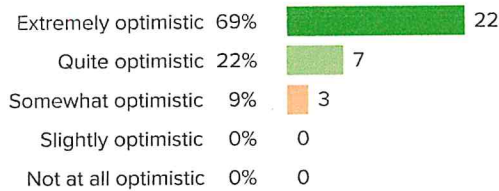
**Q.2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?**



▼ 6 from last survey

Favorable: **94%**

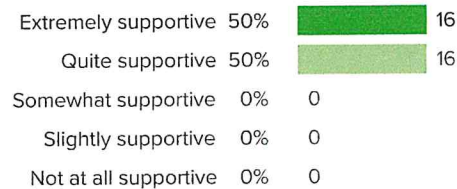
**Q.3: How optimistic are you that your school will improve in the future?**



▼ 9 from last survey

Favorable: **91%**

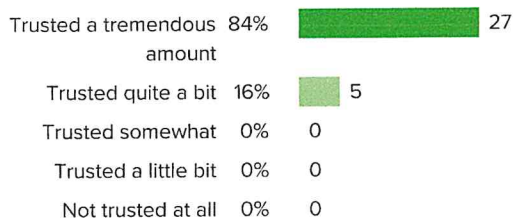
**Q.4: How supportive are students in their interactions with each other?**



▲ 0 from last survey

Favorable: **100%**

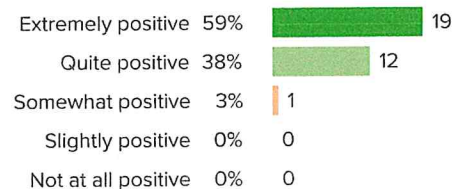
**Q.5: To what extent are teachers trusted to teach in the way they think is best?**



▲ 0 from last survey

Favorable: **100%**

**Q.6: How positive are the attitudes of your colleagues?**

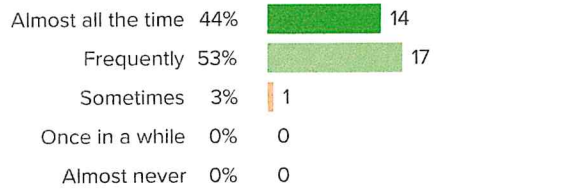


▲ 3 from last survey

Favorable: **97%**

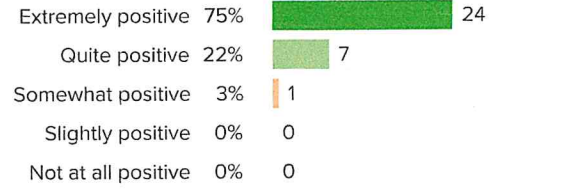


**Q.7: How often do you see students helping each other without being prompted?**



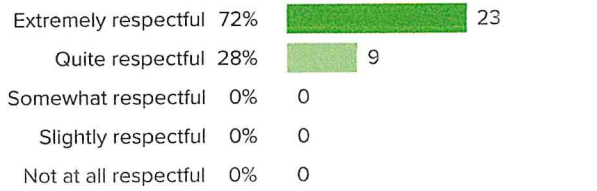
▼ **3** from last survey      Favorable: **97%**

**Q.8: Overall, how positive is the working environment at your school?**



▼ **3** from last survey      Favorable: **97%**

**Q.9: How respectful are the relationships between teachers and students?**



▲ **0** from last survey      Favorable: **100%**



## School Leadership

Your average

**95%**

32 responses

Change



since last survey

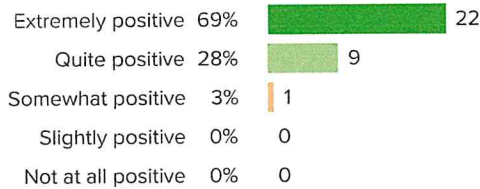
School Type average: **69%** Kentucky Elementary Schools

State average: **64%** Kentucky

District average: **70%** Jackson County

### How did people respond?

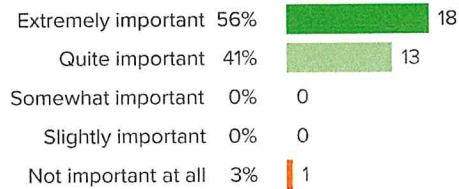
#### Q.1: How positive is the tone that school leaders set for the culture of the school?



▲ 0 from last survey

Favorable: **97%**

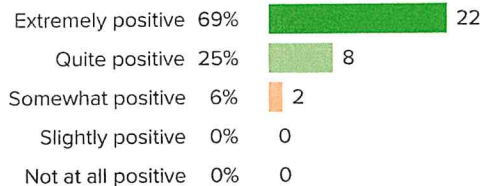
#### Q.2: For your school leaders, how important is teacher satisfaction?



▲ 3 from last survey

Favorable: **97%**

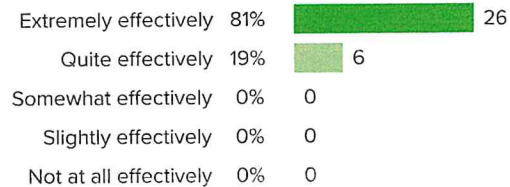
#### Q.3: Overall, how positive is the influence of the school leaders on the quality of your teaching?



▼ 3 from last survey

Favorable: **94%**

#### Q.4: How effectively do school leaders communicate important information to teachers?

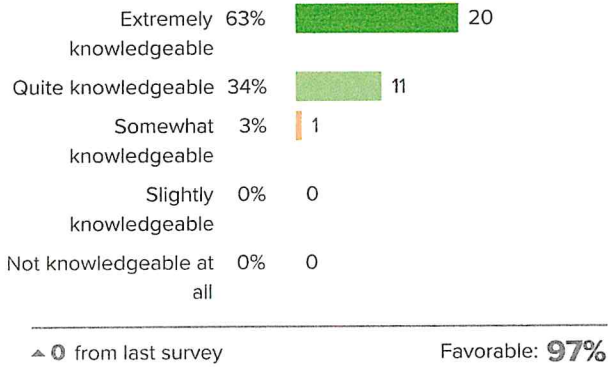


▲ 0 from last survey

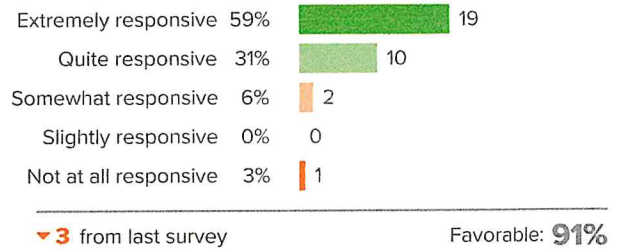
Favorable: **100%**



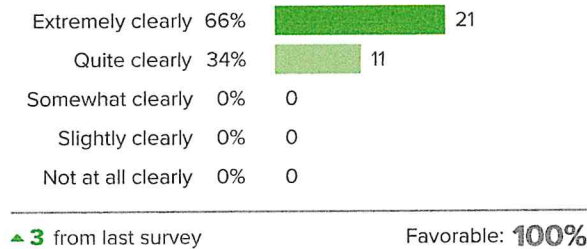
**Q.5: How knowledgeable are your school leaders about what is going on in teachers' classrooms?**



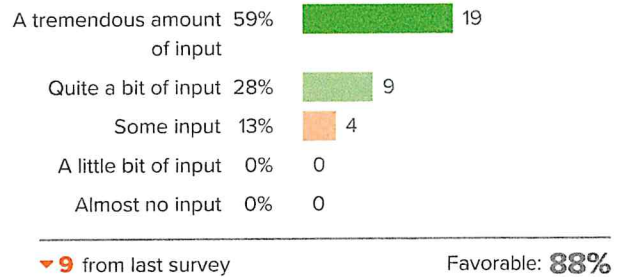
**Q.6: How responsive are school leaders to your feedback?**



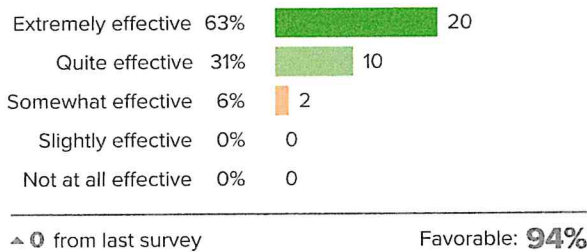
**Q.7: How clearly do your school leaders identify their goals for teachers?**



**Q.8: When the school makes important decisions, how much input do teachers have?**



**Q.9: How effective are the school leaders at developing rules for students that facilitate their learning?**





# Staff-Leadership Relationships

Your average

**98%**

32 responses

Change

**▲ 1**

since last survey

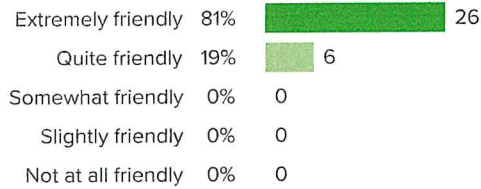
School Type average: **78%** Kentucky Elementary Schools

State average: **76%** Kentucky

District average: **79%** Jackson County

## How did people respond?

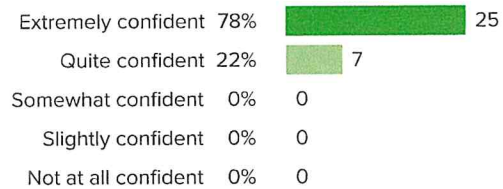
### Q.1: How friendly are your school leaders toward you?



▲ 3 from last survey

Favorable: **100%**

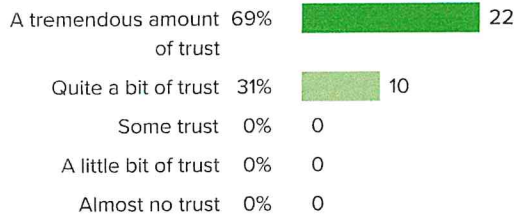
### Q.2: How confident are you that your school leaders have the best interests of the school in mind?



▲ 3 from last survey

Favorable: **100%**

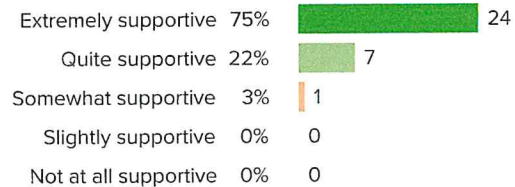
### Q.3: How much trust exists between school leaders and faculty?



▲ 3 from last survey

Favorable: **100%**

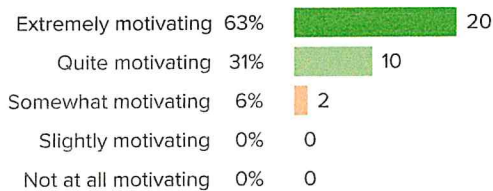
### Q.4: When you face challenges at work, how supportive are your school leaders?



▲ 0 from last survey

Favorable: **97%**

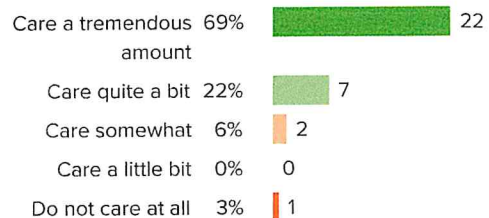
### Q.5: At your school, how motivating do you find working with the leadership team?



▼ 3 from last survey

Favorable: **94%**

### Q.6: How much do your school leaders care about you as an individual?

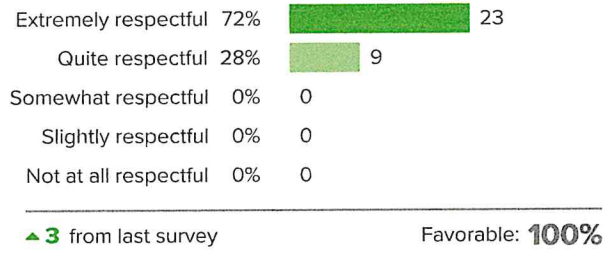


▼ 6 from last survey

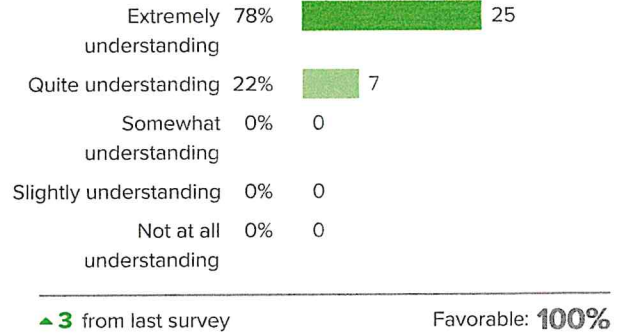
Favorable: **91%**



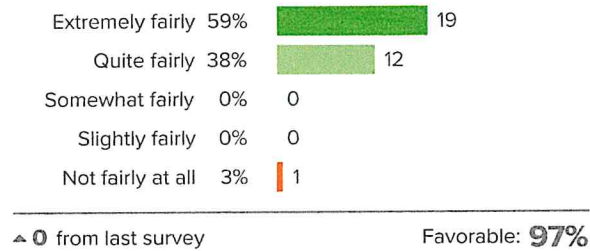
**Q.7: How respectful are your school leaders towards you?**



**Q.8: When challenges arise in your personal life, how understanding are your school leaders?**



**Q.9: How fairly does the school leadership treat the faculty?**







## 2022-23 Phase Two: MES School Assurances

2022-23 Phase Two: School Assurances

**McKee Elementary School**  
**Tim Truett**  
McKee, null, 40447

## Table of Contents

<u>2022-23 Phase Two: School Assurances</u>	3
---	---

## 2022-23 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children, 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

No

N/A

**COMMENTS**

4. 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

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), 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

No

N/A

**COMMENTS**

7. 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

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

**Yes**

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, 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**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Title I Schoolwide Programs

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

**COMMENTS**

21. If the school is implementing a schoolwide program, the school developed,



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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Title I Targeted Assistance School Programs

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

28. 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**

29. 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**

30. 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

31. 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

**COMMENTS**

32. 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

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------