



2022-23 Phase Two: MES The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

McKee Elementary School
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2022-23 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.

After the Covid 19 crisis in the spring of 2020, all schools in the state of Kentucky were required to complete a shortened version of the state assessment in the Spring of 2021. Data collected from the Spring 2021 administration has been helpful in identifying the areas of learning loss and achievement gaps that we feel necessary to target in order to allow our students to catch up from time lost in the classroom due to Covid 19 and to move on to furthering our proficiency goals as a school and district. In the spring of 2022 we were once again asked to give a full Kentucky Summative Assessment. Data from the KSA has recently been released and has allowed us to see how our school has responded to the Covid pandemic learning loss. Ample amounts of data will be collected in various forms including both formative and summative measures including K-Prep (now KAS), I-Ready diagnostics and progress monitoring, Simple Solutions, Impact Survey Data, ITBS, CoGat data and district wide common assessments utilizing the HMH and Savvas platforms. These sources are continuously analyzed to determine ways to improve instruction and increase student learning. McKee Elementary is working to refine

and improve instruction to provide quality learning opportunities for students to reach proficiency and beyond on the Kentucky Academic Standards. This has and will continue to prove challenging due to the recent Covid 19 crisis and the effects it has had on in person learning in recent school years. The I-Ready diagnostic tool and progress monitoring platforms are continuing to be utilized to identify struggling students sooner. The diagnostic data derived from each diagnostic screening is being used to group students into small intervention groups with students of similar need. This allows for complete individualized instruction that is targeted to meet specific student needs. We also use the I-Ready diagnostic results to track student progress and identify struggling students much earlier in their academic career which in turn allows us to pinpoint students that may benefit from an additional year in our primary program or if need be possibly a special education referral. Administration has worked diligently to align I-Ready scale scores with K-Prep scale scores in hopes of tracking and identifying students that are close to proficiency level on KSA (formerly K-Prep). Using these aligned "Magic Numbers" have allowed us to predict student performance which in turn has increased our ability to group student needs together and deliver individualized instruction with a focus on reaching the proficiency level in Math and Reading. Naming and claiming students have made a very positive impact on McKee Elementary. MES continues efforts to close the achievement gap with our special needs students as well. We are continuing the commitment to provide collaborative instruction for special education students in as many situations as appropriate, therefore increasing these students' exposure to the general education curriculum, but with instructional supports necessary for success. Teachers and administrators are making conscientious efforts to keep parents informed and connected with their students' education. KIT folders (Keeping It Together) with daily parent communications and sign offs have been well received in our Primary implementation. In addition to KIT folders we continue to send classroom newsletters, automated one calls, progress reports featuring updated RTI and I-Ready information (3x yearly), parent/teacher individualized conferences, grade level awards programs, ARC meetings, Open Houses, Twitter Hashtags and Facebook posts have all been utilized to discuss student concerns and achievements with parents and stakeholders. Our school continues to foster a dedicated focus to ensure students are performing at or above grade level before being allowed to advance to the next grade level. We are making an extra effort to increase parent/student awareness of strengths and weaknesses through daily KIT folder communications, progress reports, report cards and face to face meeting regarding possible student retentions. Professional Learning Communities focused on student achievement meet weekly (Wednesday) on common grade level planning times with the Principal and Dean of Students. PLC's also meet bi-monthly with similar content area teachers. We feel that this allows us to discuss and address any achievement and curriculum gaps both horizontally and vertically. This dedicated meeting time also allows for data review and discussion. PLC's are documented with sign-in sheets, agendas and minutes that are kept on file in the school PLC binder. The Site Base Decision Making Council also plays a vital role in reviewing data and providing feedback from an outside stakeholder of sorts. Data is shared with SBDM regularly which is documented with SBDM agendas and minutes.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

As we have implemented new reading and math curriculums over the last year we feel that it has been successful in allowing us to differentiate for our student's specific needs. A huge emphasis has been placed on meeting students where they are through small group instruction and interventions. According to the 2022 KSA results 72% of our students are proficient in Reading and 55% are proficient or better in math. We feel that we were able to stay above the 50% mark in both of these areas in large part due to the small group and intervention services that we stress at McKee Elementary. As teachers become more familiar with the new curriculum and continue to align the materials to the standards we feel that our scores will continue to hold and hopefully improve in the coming years. To continue to increase our proficiency percentages to reach our goal by 2024 we feel that new curriculum, I-Ready diagnostics and targeted interventions will allow us to continue trending in the right direction.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In the academic year of 2018-2019 McKee Elementary had an overall proficiency indicator of 89.0, a separate academic indicator score of 82.0 and a growth score of 68.8. Our proficiency indicator was up 6.8 points from the previous year score of 83.2 and received a rating of High. The separate academic indicator showed an increase of 2.5 points from the previous year and received a rating of very high. McKee's growth score was also rated High. All subject areas were well over the 50% mark of students achieving proficient or distinguished. In reading 72.7% reached proficiency status. In math 66.9 %, science 59.1%, social studies 91.3% and on demand writing 52.2% of all students were proficient or higher. Our novice rate was also much lower than state averages in all areas except for On Demand writing.

While there was no test data for the 2019-2020 school year, the 2020-2021 abbreviated K-Prep test did provide some insight on to the severity of learning loss that has accumulated due to the ongoing Covid 19 pandemic. In Reading 60.3% of all students reached the proficiency mark (12.4% lower than 18-19), while math was 51.1% (a 15.8 % decrease from 18-19). 38.6% of science students reached proficiency in 20-21 compared to 59.1% in 18 -19 which was a 20.5% decrease. One bright spot in 20-21 was our On Demand Writing which we have placed great emphasis on the last few years. 57.1% of students reached proficiency compared to

52.2% in 18-19 which was a 4.9% increase. We had 13 distinguished writers in 20-21 which was by the most the school had ever had. Prior to the 20-21 school year MES had made a steady improvement in achievement over the last four years. In 15-16, MES was a 73.9, which then rose to 75.9 in 16-17, on to 83.2 in 17-18 and then to our highest point at 89.0 in 18-19.

In the spring of 2022 we were able to once again complete a full scale Kentucky Summative Assessment. We saw 72% of our students reach proficiency or above in Reading; 56% reach proficiency or above in Math; 44 % reach proficiency in Science; 64% reach proficiency in Social Studies and nearly 63% reach proficiency in On Demand Writing. Our school's overall academic index in 2022 was 81.1 which placed us a top 50 school in the entire state of Kentucky. We were deemed a "Very High Performing BLUE" school. Our novice rates continue to look promising with only 11% of our students scoring in the Novice category in Reading; 4% scoring novice in Social Studies; and only 13% scoring novice in On Demand Writing. We also had 14 distinguished writers in 2022 which was a record high. We continue to struggle showing improvement in the mathematics category...we feel alot of this is directly correlated to the amount of time our students spent doing virtual instruction during the covid pandemic. While reading is more of a spiral review, mathematics is much more sequenced and with missing skills from nearly two years of virtual instruction it is hard to fill those learning gaps in a single academic year. We continue to place emphasis on mathematics by using our instruction time explicitly with an emphasis on filling gaps that our I-Ready diagnostic screener alerts us to.

With the Covid 19 pandemic hitting elementary schools hard due to virtual learning for long stretches of time we expected to see quite a bit of learning loss. With the new data that the 2022 test supplied we will be able to see just how much learning loss has occurred and will try to rectify that with specialized small group instruction in the days, weeks and even possibly years to come. Also, based on our school wide special education identification percentages we feel that we need to focus more intently on our RTI services. We want to meet the student's needs earlier with needed interventions and make sure that all staff understand the importance of explicit instruction and also clearly understand the criteria to differentiate between students with true learning disabilities and students who are simply struggling to keep up with the fast moving content.

Current State

4. 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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In the academic year of 2018-2019 McKee Elementary had an overall proficiency indicator of 89.0, a separate academic indicator score of 82.0 and a growth score of 68.8. Our proficiency indicator was up 6.8 points from the previous year score of 83.2 and received a rating of High. The separate academic indicator showed an increase of 2.5 points from the previous year and received a rating of very high. McKee's growth score was also rated High. All subject areas were well over the 50% mark of students achieving proficient or distinguished. In reading 72.7% reached proficiency status. In math 66.9 %, science 59.1%, social studies 91.3% and on demand writing 52.2% of all students were proficient or higher. Our novice rate was also much lower than state averages in all areas except for On Demand writing. While there was no test data for the 2019-2020 school year, the 2020-2021 abbreviated K-Prep test did provide some insight on to the severity of learning loss that has accumulated due to the ongoing Covid 19 pandemic. In Reading 60.3% of all students reached the proficiency mark (12.4% lower than 18-19), while math was 51.1% (a 15.8 % decrease from 18-19). 38.6% of science students reached proficiency in 20-21 compared to 59.1% in 18 -19 which was a 20.5% decrease. One bright spot in 20-21 was our On Demand Writing which we have placed great emphasis on the last few years. 57.1% of students reached proficiency compared to 52.2% in 18-19 which was a 4.9% increase. We had 13 distinguished writers in 20-21 which was by the most the school had ever had. Based on the last 3 years cumulative data MES has an overall SPED population of nearly 27%. This includes preschool and Speech/Language population.

In the spring of 2022 we were able to once again complete a full scale Kentucky Summative Assessment. We saw 72% of our students reach proficiency or above in Reading; 56% reach proficiency or above in Math; 44 % reach proficiency in Science; 64% reach proficiency in Social Studies and nearly 63% reach proficiency in On Demand Writing. Our school's overall academic index in 2022 was 81.1 which placed us a top 50 school in the entire state of Kentucky. We were deemed a "Very High Performing BLUE" school. Our novice rates continue to look promising with only 11% of our students scoring in the Novice category in Reading; 4% scoring novice in Social Studies; and only 13% scoring novice in On Demand Writing. We also had 14 distinguished writers in 2022 which was a record high. We continue to struggle showing improvement in the mathematics category...we feel alot of this is directly correlated to the amount of time our students spent doing virtual instruction during the covid pandemic. While reading is more of a spiral review, mathematics is much more sequenced and with missing skills from nearly two years of virtual instruction it is hard to fill those learning gaps in a single academic year. We continue to place emphasis on mathematics by using our instruction time explicitly with an emphasis on filling gaps that our I-Ready diagnostic screener alerts us to.

ATTACHMENTS

Attachment Name

 22 MES CURRENT STATE DATA COMPARISONS

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

2022 KSA

- only 55% of all student reached proficiency in Mathematics
- 52% of economically disadvantaged students reached proficiency in Mathematics
- 40% of students with a disability reached proficiency in Mathematics
- Only 17% of students were able to score distinguished in mathematics; while 18% scored novice.

ATTACHMENTS

Attachment Name

 22-23 MES Novice Rate Comparison Table

Strengths/Leverages

6. 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.


McKee Elementary continues to show strength in Reading with an overall proficiency percentage of 72% school wide with 33% of these students scoring Distinguished. We also showed an increase in our On Demand Writing proficiency in 2022 compared to the 18-19 school year when our school was awarded the prestigious 5 Star School label; in 2019 we had 24 proficient writers (no

distinguished) while in 2022 we had 14 proficient writers AND 14 distinguished writers!

In October of 2021 teachers across the state of Kentucky participated in the Impact Kentucky Working Conditions Survey. McKee Elementary's survey results provided reassurance that staff and leadership are on the same page when it comes to student achievement and workplace culture. School climate received a 97% favorable rating while school leadership received a 95% favorable rating and staff and leadership relations received a 98% favorable rating. 100% of teachers at McKee Elementary rated that McKee Elementary had a positive working environment while 97% of staff reported that they learn about teaching from the leadership. 97% of staff reported that they agreed that leadership set a positive tone for the school culture and 97% of staff also agreed that school leaders have the best interest of students in mind. 100% of staff agreed that McKee Elementary was a safe learning environment. `

ATTACHMENTS

Attachment Name

 MES School Key Elements

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

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

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

[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.

In response to the Covid 19 pandemic and the learning loss we feel that a majority of our students have suffered due to extended amounts of time with virtual learning so we are refocusing our efforts into identifying learning gaps as early as possible and beginning to address those gaps in order to catch kids up and fill in some of the missing pieces that the Covid Pandemic has caused. From analyzing current test data we continue to struggle maintaining consistency with proficiency in Mathematics. While we did make gains with On-Demand Writing it remains to be seen whether we will be able to maintain this level of growth. With a continued growth from the 18-19 school year to the 21-22 year we hope to continue to make bigger gains by having our writing teacher teach not only 5th grade writing, but 3rd and 4th grade writing and language arts as well. We hope that this will allow our students to be better prepared for various types of writing in which they will be expected to complete as they get older. Our school will continue to set aside a specific block of protected time for writing instruction and continue with the writing block for grades 3 through 5 with the same teacher all while encouraging all grade levels to write across all curriculum. We feel that this dedicated time can continue to improve student proficiency rates as a direct result. The writing teacher will also continue the use of the Smack Down Writing Program.

As for our concern with Math even though our scores did raise .5% from our 18-19 scores we hope that the majority of this issue was due to the extended amount of time our students had to do virtual learning. Now that students are back 100% for in person learning we hope to target any and all gaps that students encountered because of this time out of the classroom. We will continue the use of I-Ready data to drive instruction and small group interventions. Intervention time has been placed in the master schedule and is considered protected time. We have also partnered with the Christian Appalachian Project to have tutors come in daily to work in the math classrooms with small groups of math students with similar needs. These groups meet each day to work one on one with a teacher/tutor in hopes to catch up, keep up or hopefully even move ahead of grade level. We also have a district wide employee that is focusing on our 2nd and 3rd grade struggling math students weekly with the use of small group instruction and the IXL program. McKee also continues 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 all of them to perform on or above grade level. Each grade level knows their I-Ready "Magic Numbers" which are correlated with K-Prep achievement categories and National Percentile Rankings to help predict future student scores. All students are made aware of their magic number in both reading and math and are encouraged to work towards that goal by the end of the year. We have recently extended these numbers to include not only proficiency but novice, apprentice and distinguished scores as well. We continue to reward our students for growth and level changes with parties, treats, field trips, etc. MES also continues to utilize a special class, "Math Lab", in our weekly class rotation. Students attend math lab weekly to work on basic math skills through games, technology, small group activities, etc. All students have expressed their positive experiences with the math lab thus far so we feel it has been beneficial. Simple Solutions Math continues to be utilized school wide as a spiral review to fill in gaps. The district also implemented a

completely new math curriculum for the 2021-2022 school year. The purchase of the Savvas Math Program and digital platform will be aligned with new standards and we are hopeful that with implementation will come student improvement and mastery. Also to address learning loss due to Covid and to address the large number of referred students in our district MES is implementing Recipe for Reading which will allow for explicit intervention training and instruction to happen with all reading teachers. With the Covid 19 pandemic and all students learning virtually for the majority of the 20-21 school year we have used the time to polish our technology implementation with all teachers becoming fluent with Google classroom and many different virtual/technological resources to use for instruction. Even though we are back in person learning we continue to use our Chromebooks and technology resources on a regular basis.

ATTACHMENTS

Attachment Name








I-Ready Magic Numbers



MES School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22 MES CURRENT STATE DATA COMPARISONS	22 MES Current State Data Comparisons	• 4
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 I-Ready Magic Numbers		• 7
 MES Impact Survey	MES Impact Survey	•
 MES School Key Elements	MES School Key Elements	• 6 • 7

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>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?</p>	<ul style="list-style-type: none"> - I-Ready diagnostics and progress monitoring data - STAR testing data - Weekly Data Review PLC's - K-Prep Data Review - Curriculum alignment; district wide common assessments - Kentucky Standards Aligned Curriculum; SAVVAS & HMM - Adoption of McGraw Hill Social Studies Curriculum - I-Ready/Percentile Data Sheets - I-Ready Data Wall
<p>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?</p>	<ul style="list-style-type: none"> - I-Ready diagnostics and progress monitoring data - Curriculum pacing guides - Teacher and classroom observations
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> - I-Ready diagnostics and progress monitoring data - District wide common assessments - Pacing guides - Weekly common assessments
<p>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?</p>	<ul style="list-style-type: none"> - Data wall (Google sheets) - I-Ready/Percentile Data Sheets - Weekly common assessments - I-Ready diagnostic screeners and monthly progress monitoring data
<p>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?</p>	<ul style="list-style-type: none"> - Weekly data driven PLC's - I-Ready Data Wall - I-Ready/Percentile Data Sheets (updated after each diagnostic) - ARC's - RTI Folders
<p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> - Impact Survey Results - Student Survey Results

Key Elements of the Teaching and Learning Environment - School

<p>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?</p>	<ul style="list-style-type: none">- School Facebook Page- KIT Folders
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I-READY MAGIC NUMBERS

READING	DISTINGUISHED (80%ILE AND ABOVE)	PROFICIENT (60-79%ILE)	APPRENTICE (40-59%ILE)	NOVICE (39%ILE & BELOW)
KINDERGARTEN	424 & UP	408	390	389 & BELOW
1ST	497 & UP	468	438	437 & BELOW
2ND	541 & UP	517	492	491 & BELOW
3RD	571 & UP	546	522	521 & BELOW
4TH	595 & UP	570	545	544 & BELOW
5TH	619 & UP	591	566	565 & BELOW

MATH	DISTINGUISHED (80%ILE & ABOVE)	PROFICIENT (60-79%ILE)	APPRENTICE (40-59%ILE)	NOVICE (39%ILE & BELOW)
KINDERGARTEN	396 & UP	384	371	370 & BELOW
1ST	430 & UP	414	401	400 & BELOW
2ND	455 & UP	442	425	424 & BELOW
3RD	480 & UP	465	450	449 & BELOW
4TH	502 & UP	486	470	469 & BELOW
5TH	514 & UP	497	482	481 & BELOW

**MCKEE ELEMENTARY NOVICE RATE COMPARED TO STATE MEAN
STRENGTHS/LEVERAGES**

2018-2019

2019-2020 NO NEW DATA DUE TO COVID-19 PANDEMIC

22-23

READING

% NOVICE

	18-19 MES	18-19 STATE		20-21 MES	21-22 MES
3 RD GRADE	13.8%	23.3%		33.3%	8%
4 TH GRADE	8.7%	19.1%		6.8%	20%
5 th GRADE	6.4%	18.4%		9.5%	7%

MATH

% NOVICE

	18-19 MES	18-19 STATE		20-21 MES	21-22 MES
3 RD GRADE	7.9%	18.7%		26.7%	5%
4 TH GRADE	6.5%	21.5%		13.6%	29%
5 th GRADE	4.2%	16.5%		16.7%	20%

SCIENCE

% NOVICE

18-19 MES	18-19 STATE		20-21 MES	21-22 MES
2.3%	14.9%		4.5 %	<i>Suppressed</i>

SOCIAL STUDIES

% NOVICE

18-19 MES	21-22 MES	
2.2%	4%	

ON DEMAND WRITING

% NOVICE

18-19 MES	18-19 STATE		20-21 MES	21-22 MES
28.3%	24.4%		7.1%	13%

MCKEE ELEMENTARY
 CURRENT STATE
 SCORE COMPARISONS
 2018-2019 VS. 2020-2021

2019-2020 NO DATA DUE TO COVID-19 PANDEMIC
2020-2021 ONLY PROFICIENCY DATA WAS RELEASED

OVERALL

	2017-2018	2018-2019	2019-2020	2020-2021	21-22
PROFICIENCY	83.2	89.0	COVID	NO DATA	80.6
SEPARATE ACADEMIC INDICATOR	79.5	82.0			81.7
GROWTH	16.2	68.8			

READING

% PROFICIENT/DISTINGUISHED

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	CHANGE FROM 18/19 TO 20/21	CHANGE FROM 20/21 TO 21/22
ALL STUDENTS	75.0%	72.7%	COVID	60.3%	72%	-12.4%	+11.7%
STUDENTS WITH DISABILITY (IEP)	59.1%	57.8%		57.1%	67%	-7%	+9.9%
ECONOMICALLY DISADVANTAGED	74.0%	70.1%		56.4%	72%	-13.7%	+15.6%

MATH

% PROFICIENT/DISTINGUISHED

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	CHANGE FROM 18/19 TO 20/21	CHANGE FROM 20/21 TO 21/22
ALL STUDENTS	54.5%	66.9%	COVID	51.1%	55%	-15.8%	+3.9%
STUDENTS WITH DISABILITY (IEP)	31.8%	51.1%		40.0%	40.0%	-11.1%	0%
ECONOMICALLY DISADVANTAGED	54.0%	62.6%		48.5%	52%	-14.1%	+3.5%

NOVICE RATE**READING**

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	CHANGE FROM 18/19 TO 20/21	CHANGE FROM 20/21 TO 21/22
9.1%	7.9%	COVID	16.8%	11%	+8.9%	-5.8%

MATH

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	CHANGE FROM 18/19 TO 20/21	CHANGE FROM 20/21 TO 21/22
6.8%	2.2%	COVID	19.1%	18%	+16.9%	-1.1%



2022-23 Phase Three: MES Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

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2022-23 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.

Please see Comprehensive School Improvement Plan and Needs Assessment.

ATTACHMENTS

Attachment Name



2023 Comprehensive School Improvement Plan

Operational Definitions

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

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan


The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023 Comprehensive School Improvement Plan	2023 Comprehensive School Improvement Plan	.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

Updated May 2022

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>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.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

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.

1: State Assessment Results in reading and mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Reading to 77.7% (from 72.0% in 2022.)</p> <p>Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Mathematics to 72.9% (from 55.0% in 2022.)</p>					
<p>Objective 1: By May 2023, McKee Elementary will increase the percentage of students reaching at or above proficiency in Reading from 72.0% (2022) to 75.2%.</p>	<p>KCWP 5: Design, Align and Deliver support</p> <p>All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>Response to Intervention teachers will provide an additional 30 minutes of tiered interventions for students deemed at-risk from multiple data points (I-Ready, STAR, observations, etc.)</p> <p>RTA Grant</p> <p>K-3 (Tier 3) Reading students will receive an additional 30 minutes of intense reading instruction in addition to the 60 minutes core instruction in the regular education classroom.</p>	<p>I-Ready</p> <p>STAR</p> <p>HMH</p> <p>SAVVAS</p>	<p>K-5 teachers</p> <p>RTA Teacher</p> <p>STC teacher</p> <p>Administration</p>	<p>RTA Grant; \$50,000</p>
<p>Objective 2: By May 2023, McKee Elementary will increase the percentage of students reaching at or above proficiency in Mathematics from 55.0% (2022) to 69.9%.</p>	<p>Deeper Learning Initiative with SESC</p> <p>Striving Readers Grant</p> <p>Teachers will continue to build professional practices through different professional development opportunities (Recipe for Reading, Big Dippers Science of Reading, STAR Reading training, etc.)</p> <p>Blended Learning with Marsha Kisch</p> <p>After School Tutoring/Bulldog Club</p> <p>Students will be provided with reading instruction and interventions utilizing reading strategies every day. Growth monitoring and formative</p>			<p>K-5 Teachers</p> <p>K-5 Certified Teachers</p>	<p>RTA Grant; \$50,000</p>
			<p>STAR Reading</p> <p>Screeners</p>	<p>K-5 Certified Teachers</p> <p>STAR Reading</p> <p>STC Coordinator</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Reading to 77.7% (from 72.0% in 2022.)</p> <p>Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Mathematics to 72.9% (from 55.0% in 2022.)</p>		<p>assessments and comprehension checks will be utilized weekly.</p> <p>I-Ready Score Cards (Magic Numbers)</p> <p>Each student is shown their current I-Ready score and then given their “magic number” that they need to reach in order to better their chances of reaching proficiency on K-Prep...these numbers have also been further broken down to include numbers that correlate to Novice, Apprentice and Distinguished scores. (Magic Numbers were updated 9/2021 to match new national percentiles according to I-Ready.)</p>	<p>I-Ready Diagnostic Screeners</p>	<p>K-5 teachers Administration</p>	<p>Technology Fund</p>
		<p>Reflex Math</p> <p>K-5 math students will have online access to Reflex Math for basic mathematics skill support</p>	<p>Reflex Reports</p>	<p>K-5 Math teachers; SPED teachers</p>	<p>Title I \$5,000</p>
		<p>Simple Solutions</p> <p>K-5 math classrooms will use simple solutions as a supplemental teaching source.</p>		<p>K-5 teachers</p>	
		<p>Continued Houghton Mifflin and SAVVAS Envision Curriculum implementation with standards alignment</p>	<p>HMH; SAVVAS Summative Assessments</p>	<p>K-5 teachers</p>	
		<p>Name/Claim Students</p>	<p>I-Ready</p>	<p>Administration K-5 Teachers</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Reading to 77.7% (from 72.0% in 2022.)</p> <p>Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Mathematics to 72.9% (from 55.0% in 2022.)</p>		<p>Students identified as performing below level on objective measurement tests will be identified and tracked, with extra support provided</p> <p>Camp AJ volunteers collaborate with 3rd, 4th and 5th grade mathematics teachers to provide extra adult intervention assistance in the classroom each day.</p> <p>CCEIS Interventionist</p> <p>A CCEIS teacher will target a select group of students in reading and math instruction.</p> <p>MES will strive to continue to utilize classroom size reduction to allow the teacher to focus on student needs in a smaller capacity.</p> <p>Supplemental PD</p> <p>Teachers will receive supplemental PD to further expand on the importance of relationships among students and staff. A trauma informed team is formed and utilized at the school level.</p> <p>Students will receive written letters notifying them of 3, 6 and 9 days absences; phone calls and home visits if necessary.</p> <p>Open House and Data Night 2x per year to share concerns and</p>	<p>I-Ready</p>	<p>Camp AJ</p> <p>3-5 Math Teachers</p> <p>Board appointed CCEIS teacher</p> <p>Administration</p> <p>Teachers Administration</p> <p>Attendance Clerk</p> <p>DPP</p> <p>Administration Teachers</p>	<p>CCEIS Funds</p> <p>Title I Class Size Reduction</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Reading to 77.7% (from 72.0% in 2022.)</p> <p>Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Mathematics to 72.9% (from 55.0% in 2022.)</p>		<p>pertinent data with parents. Family literacy nights will also occur during this time.</p> <p>Annual Christmas Program and Spring Family Carnival night will continue to promote student and community involvement which in turn creates a positive culture for student learning and positive parent involvement.</p> <p>Students will be given special consideration when considering Least Restrictive Environment during annual ARC meeting concerning SPED students.</p> <p>KIT (Keeping It Together) folders will be used in the primary grades to promote daily communication between parents and staff; this allows parents to stay informed of student achievement, school events and serves as a daily student behavior log.</p> <p>Behavior Charts will continue to be used to support positive behavior by using clip charts, Class Dojo, bulldog paws and other resources to monitor and promote student behavior and goals.</p>	<p>Event sign in sheets</p>	<p>RTA</p> <p>Administration Teachers</p> <p>SPED Teachers ARC Members</p> <p>K-2 Teachers Administrators</p> <p>K-2 Teachers Administrators</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Reading to 77.7% (from 72.0% in 2022.) Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Mathematics to 72.9% (from 55.0% in 2022.)</p>		<p>Schedules implementing full collaboration with special education teachers will continue to be utilized in grades 3-5 to allow students to receive core instruction with accommodations in the regular education classroom.</p>		<p>3- 5 teachers SPED Teachers Administration</p>	
	<p>KWCP4: Review, Analyze and Apply Data Staff will utilize I-Ready Beginning, Middle and End of Year Diagnostic data and STAR reading reports to drive instruction and group students for tiered intervention services.</p>	<p>I-Ready Teachers will use data from growth monitoring and diagnostics to build upon curriculum, enhance instruction and reinforce student specific interventions. Teachers will use data from the STAR reading assessments given monthly to identify and group students fluidly according to needs and zones of proximal development.</p>	<p>I-Ready diagnostics STAR Screeners</p>	<p>Administration Teachers RTA STC</p>	
		<p>Bi Monthly Grade Level PLC's will be attended by all certified staff members with administrators to view various data points and identify struggling students and discuss areas of need. RTI groups, lessons and assessments will be created to meet the needs of individual students.</p>	<p>Bi Monthly</p>	<p>Administration Teachers</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Reading to 77.7% (from 72.0% in 2022.)</p> <p>Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Mathematics to 72.9% (from 55.0% in 2022.)</p>		<p>Monthly vertically aligned content level PLC's will meet with common content teachers to discuss curriculum gaps and analyze I-Ready data in hopes of bridging and gaps between grade levels.</p> <p>Students will utilize Chromebooks in the classroom to receive scaffolded instruction and interventions through Google classroom, SAVVAS interventions, HMH Interventions, Renaissance Learning, I-Ready, Reflex Math, and Study Island to increase proficiency.</p> <p>Students and staff will utilize Chromebooks through virtual learning for students that are quarantined due to covid exposure and for the use of NTI days.</p> <p>All teachers will deliver explicit instruction through Striving Readers Grant; final SRA monies will be used to purchase and implement Recipe for Reading in the 2022-2023 school year and provide teachers with multiple literacy PD opportunities (ie. Big Dippers Science for Reading;)</p>		<p>Administration Teachers</p> <p>Administration Teachers</p> <p>Administration Teachers</p> <p>SRA Teachers</p>	<p>SRA Grant</p>

2: State Assessment Results in science, social studies and writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
SAI Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in On Demand Writing to 60.9% (from 58.0% in 2022.) SAI Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Science to 66.5% (from 44.0% in 2022.) SAI Goal 3: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Social Studies to 92.9% (from 64.0% in 2022.)					Title I
Objective 1 By May 2023, McKee Elementary will increase the percentage of students reaching at or above proficiency in Science from 44.0% (2022) to 62.8%.	KWCP 2: Design and Deliver Instruction Generation Genius Science KWCP 6: Establishing a Learning Culture and Environment Master Schedule	Generation Genius Science will be utilized to meet student needs at current levels in Science instruction Schedule will be established to allow for uninterrupted core teaching time for all subjects and grade levels.		Science teachers Administration Administration	
Objective 2 By May 2023, McKee Elementary will maintain the percentage of students scoring at or above proficiency in On Demand Writing from 58.0% (2022) to at least 56.5%.	KWCP 2: Design and Deliver Instruction Smackdown Writing; KSA Mock Test Updated School Writing Policy	The Language Arts/Writing teacher for Grades 3-5 will be responsible for producing select writing pieces in their classroom using the Smackdown Writing Process. Mock KSA On Demand Writing test will be given in January to assess current student levels and allow teacher time to identify areas of need. Teachers input for school writing plan for students in grades K-5 to set up a scaffolded approach to writing. The ELA Grade 3-5 teacher will have a looping schedule to allot the same teacher to develop the writing		Writing Teacher Writing Teacher Administration Writing Teacher	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>SAI Goal 1: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in On Demand Writing to 60.9% (from 58.0% in 2022.)</p> <p>SAI Goal 2: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Science to 66.5% (from 44.0% in 2022.)</p> <p>SAI Goal 3: By 2025, McKee Elementary will increase the percentage of students scoring at or above proficiency in Social Studies to 92.9% (from 64.0% in 2022.)</p>					
<p>Objective 3 By May 2023, McKee Elementary will increase the percentage of students reaching at or above proficiency in Social Studies from 64.0% (2022) to 92.1%.</p>	<p>KWCP 2: Design and Deliver Instruction Social Studies District Wide Common Assessments</p> <p>KCWP 1: Design and Deploy Standards New KCAS for Social Studies</p> <p>New Social Studies Curriculum Initiative</p>	<p>process with the same students over multiple years.</p> <p>Teachers will continue to utilize district wide common assessments in Social Studies to identify areas of strength and weakness in the content.</p> <p>New Curriculum Implementation McGraw Hill (December 2022)</p> <p>Teachers will continue to review newly released Social Studies standards and implement them through explicit instruction in the daily classroom.</p> <p>Students will utilize the online Study Island program to receive extra instruction for Social Studies Content.</p>		<p>Social studies teachers Administration</p> <p>K-5 Social Studies Teachers Administration</p> <p>K-5 Social Studies Teachers</p> <p>5th Grade Social Studies Teacher Administration</p>	

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
<p>Objective 1: By May 2023, MicKee Elementary will increase the percentage of economically disadvantaged students scoring proficient or above in Reading to 72.8% (from 72.0% in 2022) and in Math to 66% (from 52.0% in 2022.)</p>	<p>KCWP 5: Design, Align and Deliver Support All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>Response to Intervention teachers will provide an additional 30 minutes of tiered interventions for students deemed at-risk from multiple data points (I-Ready, STAR, observations, etc.) RTA Grant K-3 (Tier 3) Reading students will receive an additional 30 minutes of intense reading instruction in addition to the 60 minutes core instruction in the regular education classroom Striving Readers Grant All will continue to participate in PD provided through the Striving Readers Grant (Big Dippers Science of Reading; Recipe for Reading) I-Ready Score Cards (Magic Numbers) Each student is shown their current I-Ready score and then given their "magic number" that they need to reach in order to better their chances of reaching proficiency on</p>	<p>I-Ready STAR STAR</p>	<p>Staff K-3 Staff K-5 Reading Teachers K-5 Certified Teachers Administration</p>	<p>K-5 Teachers RTA Teacher Save the Children Teacher RTA Teacher Cohort 3 SRA Teachers Administration Teachers</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>K-Prep...these numbers have also been further broken down to include numbers that correlate to Novice, Apprentice and Distinguished scores. (Magic Numbers were updated 9/2021 to match new national percentiles according to I-Ready)</p> <p>Reflex Math</p> <p>K-5 Math students will have online access to Reflex Math for basic mathematics skill support</p> <p>Simple Solutions</p> <p>K-5 math classrooms will use simple solutions as a supplemental teaching source.</p> <p>Houghton Mifflin and SAVVAS Envision Curriculum</p> <p>SPED and regular classroom teachers will provide explicit instruction to increase the percentage of special education students scoring proficient on KSA, thus increasing the proficient rate while decreasing the novice rate.</p> <p>Name/Claim Students</p> <p>Students identified as performing below level on objective measurement tests will be identified and tracked, with extra support provided</p>	<p>Reflex reports</p>	<p>K-5 Math Teachers</p> <p>K-5 Math Teachers Administration</p> <p>K-5 Teachers</p> <p>K-5 Teachers Administration</p> <p>K-5 Teachers Administration</p>	<p>Teachers SPED Teachers</p> <p>Math Teachers Administration</p> <p>All teachers</p> <p>All teachers</p> <p>Administration Teachers</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By May 2023, McKee Elementary will increase/maintain the percentage of students with a disability (IEP) scoring proficient or above in Reading to 61.6% and in Math to 55% (from 40.0% in 2022.)	<p>KCWP 2: Design and Deliver Instruction Class Size Reduction</p> <p>KWCP 6: Establishing Learning Culture and Environment</p>	<p>Transition Readiness</p> <p>5th grade students will participate in Colonel Camp in order to facilitate a smooth transition from elementary to middle school; preschool students will tour Kindergarten classrooms prior to year-end to facilitate a smooth transition.</p> <p>Camp AJ volunteers collaborate with 3rd, 4th and 5th grade mathematics teachers to provide extra adult intervention assistance in the classroom each day.</p> <p>CCEIS Interventionist Data analysis</p> <p>MIES will strive to continue to utilize classroom size reduction to allow the teacher to focus on student needs in a smaller capacity.</p> <p>Supplemental PD</p> <p>Teachers will receive supplemental PD to further expand on the importance of relationships among students and staff. A trauma informed team is formed and utilized at the school level.</p> <p>Students will receive written letters notifying them of 3, 6 and 9 days absences; phone calls and home visits if necessary.</p> <p>Open House and Data Night 2x per year to share concerns and pertinent data with parents.</p>		<p>Camp AJ Teachers</p> <p>CCEIS Interventionist</p> <p>Administration</p> <p>Administration Title I</p> <p>Teachers Administration</p> <p>Administration Teachers</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Annual Christmas Program and Year Family Carnival Night program will continue to promote student and community involvement which in turn creates a positive culture for student learning and positive parent involvement.</p> <p>Students will be given special consideration when considering Least Restrictive Environment during annual ARC meeting concerning SPED students.</p> <p>KIT (Keeping it Together) folders will be used in the primary grades to promote daily communication between parents and staff; this allows parents to stay informed of student achievement, school events and serves as a daily student behavior log.</p> <p>Behavior Charts will continue to be used to support positive behavior by using clip charts, Class Dojo, bulldog paws and other resources to monitor and promote student behavior and goals.</p> <p>I-Ready Teachers will use data from growth monitoring and diagnostics to build upon curriculum, enhance instruction and reinforce student specific interventions.</p>	<p>Sign In Sheets</p> <p>ARC Meeting Notes</p>	<p>Administration Teachers</p> <p>SPED teachers ARC members</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Administration/Staff</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Teachers will use data from the STAR reading assessments given monthly to identify and group students fluidly according to needs and zones of proximal development.</p> <p>Bi Weekly Grade Level PLC's will be attended by all certified staff members with administrators to view various data points and identify struggling students and discuss areas of need. RTI groups, lessons and assessments will be created to meet the needs of individual students.</p> <p>Monthly content level PLC's will meet with common content teachers to discuss curriculum gaps and analyze I-Ready data in hopes of bridging and gaps between grade levels.</p> <p>Students will utilize Chromebooks in the classroom to receive scaffolded instruction and interventions through Google classroom, SAVVAS interventions, HMH Interventions, Renaissance Learning, I-Ready, Reflex Math, and Study Island to increase proficiency.</p>		<p>RTA STC</p> <p>Administration Certified Teachers</p> <p>Administration Certified Teachers</p> <p>Administration Teachers</p>	

4: English Learner Progress

Goal 4 (State your English Learner goal.):						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1						
Objective 2						

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 5 (State your climate and safety goal.): By 2025, McKee Elementary will increase the overall Quality of School Climate and Safety Survey climate index score to 88.0 and our safety index score to 80.0</p>					
<p>Objective 1: By May 2023, McKee Elementary will increase the overall Quality of School Climate and Safety Survey Climate Index score to 87.3.</p>	<p>KWCP 6: Establishing Learning Culture and Environment</p> <p>All teachers will work to make all students feel welcome, safe and supported in our building and classrooms.</p>	<p>Bi Weekly Grade Level PLC's will be attended by all certified staff members with administrators to view various data points and identify struggling students and discuss areas of need. RTI groups, lessons and assessments will be created to meet the needs of individual students.</p>		Administration Staff	
<p>Objective 2: By May 2023, McKee Elementary will increase the overall Quality of School Climate and Safety Survey Safety Index score to 79.0.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>PBIS; ABRI</p> <p>Mission Statements</p> <p>Behavior Charts will continue to be used to support positive behavior by using clip charts, Class Dojo, bulldog paws and other resources to monitor and promote student behavior and goals.</p>		Administration Teachers	
		<p>Open House and Data Night 2x per year to share concerns and pertinent data with parents.</p>	Sign In Sheets	Administration Teachers FRYSC	Title I
	<p>Annual Christmas Program and Year Family Carnival Night program will continue to promote student and community involvement which in turn creates a positive culture for student learning and positive parent involvement.</p>		Sign In Sheets	Administration Teachers FRYSC	Title I Frysc
		<p>Students will be given special consideration when considering</p>		SPED teachers ARC's	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 5 (State your climate and safety goal.): By 2025, McKee Elementary will increase the overall Quality of School Climate and Safety Survey climate index score to 88.0 and our safety index score to 80.0</p>		<p>Least Restrictive Environment during annual ARC meeting concerning SPED students. KIT (Keeping It Together) folders will be used in the primary grades to promote daily communication between parents and staff; this allows parents to stay informed of student achievement, school events and serves as a daily student behavior log.</p>		K-2 teachers	
		<p>KY Impact Survey Results and Analysis</p>		Administration	
		<p>MES will strive to continue to utilize classroom size reduction to allow the teacher to focus on student needs in a smaller capacity.</p>		Administration Staff	
		<p>Supplemental PD Teachers will receive supplemental PD to further expand on the importance of relationships among students and staff. A trauma informed team is formed and utilized at the school level.</p>		Administration Staff	
		<p>Students will receive written letters notifying them of 3, 6 and 9 days absences; phone calls and home visits if necessary.</p>		Attendance Clerk DPP	
		<p>McKee Family Resource Center will identify students of need and help them with food through the</p>		McKee FRYSC	

Goal 5 (State your climate and safety goal.): By 2025, McKee Elementary will increase the overall Quality of School Climate and Safety Survey climate index score to 88.0 and our safety index score to 80.0				
Objective	Strategy	Activities	Measure of Success	Funding
		Backpack Club and during the holidays with warm clothes and necessities.		

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (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:

<p>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:</p>
<p>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:</p>
<p>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:</p>
<p>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? Response:</p>
<p>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.</p>

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 "[Compliance Requirements](#)" 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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team: Consider: Provide 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 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:

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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 [“Compliance Requirements”](#) resource available on KDE’s [Evidence-based Practices website](#).

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