

## 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

- Postsecondary Readiness
- Graduation Rate
  
- If the state doesn't assign a 5-year goal/1-year objective, use the following formula
  - $100 - \text{actual score} = X$  (% away from 100%)
  - $X/2 = S$  (50% towards 100% in 5 years)
  - $S + \text{actual goal} = \text{your 5-year goal}$
  - $S/5 = T$  (Yearly % needed to reach 50% increase towards 100%)
  - Example
    - $100 - 55.3\% = 44.7$
    - $44.7/2 = 22.35$
    - $22.35 + 55.3 = 77.65$  (goal in 5 years)
    - $22.35/5 = 4.47$  per year for 5 years to get to 77.65

**Explanations/Directions**

**Goal:** Schools should determine long-term goals that are three to five-year targets for each required school-level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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>



1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from 41.0% in 2022 to 71.5% in 2027 AND in **Elementary Math** from 34.0% in 2022 to 60.7% in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from 60.0% in 2022 to 74.9% in 2027 AND in **Middle Math** from 61.0% in 2022 to 79.3% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
<p>Objective 1 By spring of 2023, NWES will increase the percentage of students scoring proficient/distinguished in <b>Elementary Reading</b> from 41.0% in 2022 to 64.4% and <b>Middle Reading</b> from 60.0% in 2022 to 68.6% based on the KSA/Alternate KSA.</p>	<p><u>Focus Strategy</u> KCWP 3: Design and Deliver Assessment Literacy</p> <p><u>Additional Strategy</u> KCWP 2: Design and Deliver Instruction</p>	<p>Deeper Learning- All teachers receive training on a deeper learning strategy once a month. Instructional coaches will model and support these strategies in classrooms. Teacher leaders on the deeper learning district team receive additional training and model strategies for teachers through peer observations.</p>	<p>Agendas, Sign-in Sheets, professional learning certificates, classroom observations, lesson snapshots</p>	<p>Analysis of observation data, lesson snapshots, and assessment data to determine impact of deeper learning strategies as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>LETRS (Language Essentials for Teachers of Reading and Spelling)- A team of teachers have a 2-year commitment with LETRS training. This provides professional learning on the science of reading with strategies that can be implemented into their classrooms. Our team will share their learning in PLC meetings and help guide implantation of strategies school wide.</p>	<p>Professional Learning certificates, agendas, classroom observations</p>	<p>Analysis of observation data and iReady reading assessment data specifically in the area of phonics to determine impact of LETRS training as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>School-wide Curriculum- K-2<sup>nd</sup> and 3<sup>rd</sup>-8<sup>th</sup> grade have aligned curriculum resources. This alignment creates</p>	<p>Lesson snapshots, pacing guides, classroom</p>	<p>Analysis of lesson snapshots, pacing guides, and formative/summative assessments to determine consistency</p>	<p>Title I and ESSER Approx. \$17,500</p>

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from **41.0%** in 2022 to **71.5%** in 2027 AND in **Elementary Math** from **34.0%** in 2022 to **60.7%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from **60.0%** in 2022 to **74.9%** in 2027 AND in **Middle Math** from **61.0%** in 2022 to **79.3%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
		consistent strategies and assessments as well as opportunities for collaboration regarding these resources. Currently, K-2 utilizes iReady, Foundations, and Heggerty. Grades 3-8 utilize iReady and Savaas.	observations, formative/summative assessments	in strategies and instruction/assessments aligned to standards.	
		Intentional placement of additional certified teachers and paraprofessionals to reduce the ratio of staff to students within classrooms.	Student assessment data (iReady, state, summative/formative)	Analysis of assessment data to determine the impact of class reduction on student achievement.	Title I Approx. \$100,000
		Professional learning for teachers and administrators aligned to PGP and/or CSIP.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded
		Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing, Foundations, Savaas, iReady, online subscriptions, etc.)	Classroom observations, lesson snapshots, teacher surveys	Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.	Title I Approx. \$8,000
Objective 2 By spring of 2023, NWES will increase the percentage of students scoring proficient/distinguished in <b>Elementary Math</b> from <b>34.0%</b> in 2022 to <b>50.9%</b> and	<u>Focus Strategy</u> KCWP 3: Design and Deliver Assessment Literacy  <u>Additional Strategy</u>	Deeper Learning- All teachers receive training on a deeper learning strategy once a month. Instructional coaches will model and support these strategies in classrooms. Teacher leaders on the deeper learning district team receive additional training and	Agendas, Sign-in Sheets, professional learning certificates, classroom observations	Analysis of observation data, lesson snapshots, and assessment data to determine impact of deeper learning strategies as it relates to student achievement.	Title I District Funded

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from **41.0%** in 2022 to **71.5%** in 2027 AND in **Elementary Math** from **34.0%** in 2022 to **60.7%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from **60.0%** in 2022 to **74.9%** in 2027 AND in **Middle Math** from **61.0%** in 2022 to **79.3%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
<b>Middle Math</b> from <b>61.0%</b> in 2022 to <b>74.1%</b> based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver Instruction	model strategies for teachers through peer observations.			
		School-wide Curriculum- K-8 <sup>th</sup> grade have aligned curriculum resources. This alignment creates consistent strategies and assessments as well as opportunities for collaboration regarding these resources. Currently, K-8 <sup>th</sup> utilizes iReady and Ready Math. 6-8 <sup>th</sup> utilizes Simple Solutions and 4-5 <sup>th</sup> will begin implementation of Simple Solutions as well.	Lesson snapshots, pacing guides, classroom observations, formative/summative assessments	Analysis of lesson snapshots, pacing guides, and formative/summative assessments to determine consistency in strategies and instruction/assessments aligned to standards.	Title I and ESSER Approx. \$17,500
		Math Transformation Zone- Our District and Building Implementation team participate in monthly meetings facilitated by CKEC. Team members complete monthly walkthrough observations of 3 <sup>rd</sup> - 5 <sup>th</sup> grade math classrooms utilizing the KMIT tool. Middle school (6-8th grade) walkthrough data is tracked and analyzed by the team at the monthly meetings. 3 <sup>rd</sup> -5 <sup>th</sup> grade data is collected on a school level and analyzed by the building implementation team. The analysis of this data guides monthly PLC meeting	Agendas, sign-in sheets, KMIT data, classroom observations	Analysis of school KMIT observation data monthly by BIT and DIT teams to determine areas of strength and areas of improvement as related to math instruction.	District Funded

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from **41.0%** in 2022 to **71.5%** in 2027 AND in **Elementary Math** from **34.0%** in 2022 to **60.7%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from **60.0%** in 2022 to **74.9%** in 2027 AND in **Middle Math** from **61.0%** in 2022 to **79.3%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
		topics to continually improve areas of growth.			
		Intentional placement of additional certified teachers and paraprofessionals to reduce the ration of staff to students within classrooms.	Student assessment data (iReady, state, summative/formative)	Analysis of assessment data to determine the impact of class reduction on student achievement.	Title I Approx. \$100,000
		Professional learning for teachers and administrators aligned to PGP and/or CSIP.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded
		Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing, Simple Solutions, iReady, online subscriptions, etc.)	Classroom observations, lesson snapshots, teacher surveys	Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.	Title I Approx. \$8,000



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

Goal 2 (State your science, social studies, and writing goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Science** from **31.0%** in 2022 to **57.4%** in 2027 AND in **Elementary Social Studies** from **45.0%** in 2022 to **65.2%** in 2027 AND in **Elementary Combined Writing** from **23.0%** in 2022 to **70.5%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Science** from **40.0%** in 2022 to **48.7%** in 2027 AND in **Middle Social Studies** from **51.0%** in 2022 to **72.7%** in 2027 AND in **Middle Combined Writing** from **48.0%** in 2022 to **40..9%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
<p>Objective 1 By spring of 2023, NWES will increase the percentage of students scoring proficient/distinguished in <b>Elementary Science</b> from <b>31.0%</b> in 2022 to <b>46.7%</b> and <b>Middle Science</b> from <b>40.0%</b> in 2022 to <b>35.8%</b> based on the KSA/Alternate KSA.</p>	<p><u>Focus Strategy</u> KCWP3: Design and Deliver Assessment Literacy</p> <p><u>Additional Strategy</u> KCWP2: Design and Deliver Instruction</p>	<p>Deeper Learning- All teachers receive training on a deeper learning strategy once a month. Instructional coaches will model and support these strategies in classrooms. Teacher leaders on the deeper learning district team receive additional training and model strategies for teachers through peer observations.</p>	<p>Agendas, Sign-in Sheets, professional learning certificates, classroom observations</p>	<p>Analysis of observation data, lesson snapshots, and assessment data to determine impact of deeper learning strategies as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>Monthly PLC Content Meetings- Our instructional supervisor facilitates monthly PLC content meetings to analyze curriculum and assessments for standard alignment, analyze assessment data, and monitor pacing.</p>	<p>Agendas, Sign-in Sheets, assessments, pacing guides</p>	<p>Analysis of assessments and pacing guide to determine standard alignment.</p>	
		<p>Professional learning for teachers and administrators aligned to PGP and/or CSIP.</p>	<p>Observations, lesson snapshots, surveys</p>	<p>Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>Teachers will be provided supplemental resources and programs to support teaching and</p>	<p>Classroom observations, lesson</p>	<p>Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of</p>	<p>Title I Approx. \$3,000</p>

Goal 2 (State your science, social studies, and writing goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Science** from **31.0%** in 2022 to **57.4%** in 2027 AND in **Elementary Social Studies** from **45.0%** in 2022 to **65.2%** in 2027 AND in **Elementary Combined Writing** from **23.0%** in 2022 to **70.5%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Science** from **40.0%** in 2022 to **48.7%** in 2027 AND in **Middle Social Studies** from **51.0%** in 2022 to **72.7%** in 2027 AND in **Middle Combined Writing** from **48.0%** in 2022 to **40..9%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
		learning within the classroom (for example, teacher supplies, printing, Simple Solutions, online subscriptions, etc.)	snapshots, teacher surveys	resources in relation to student achievement.	
Objective 2 By spring of 2023, NWES will increase the percentage of students scoring proficient/distinguished in <b>Elementary Social Studies</b> from <b>45.0%</b> in 2022 to <b>56.5%</b> and <b>Middle Social Studies</b> from <b>51.0%</b> in 2022 to <b>65.9%</b> based on the KSA/Alternate KSA.	<u>Focus Strategy</u> KCWP3: Design and Deliver Assessment Literacy  <u>Additional Strategy</u> KCWP2: Design and Deliver Instruction	Deeper Learning- All teachers receive training on a deeper learning strategy once a month. Instructional coaches will model and support these strategies in classrooms. Teacher leaders on the deeper learning district team receive additional training and model strategies for teachers through peer observations.	Agendas, Sign-in Sheets, professional learning certificates, classroom observations	Analysis of observation data, lesson snapshots, and assessment data to determine impact of deeper learning strategies as it relates to student achievement.	Title I District Funded
		Monthly PLC Content Meetings- Our instructional supervisor facilitates monthly PLC content meetings to analyze curriculum and assessments for standard alignment, analyze assessment data, and monitor pacing.	Agendas, sign-in sheets, pacing guides, assessments	Analysis of assessments and pacing guide to determine standard alignment.	
		Professional learning for teachers and administrators aligned to PGP and/or CSIP.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded
		Teachers will be provided supplemental resources and	Classroom observations, lesson	Analysis of classroom observations, lesson snapshots, and teacher surveys	Title I Approx. \$3,000

Goal 2 (State your science, social studies, and writing goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Science** from **31.0%** in 2022 to **57.4%** in 2027 AND in **Elementary Social Studies** from **45.0%** in 2022 to **65.2%** in 2027 AND in **Elementary Combined Writing** from **23.0%** in 2022 to **70.5%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Science** from **40.0%** in 2022 to **48.7%** in 2027 AND in **Middle Social Studies** from **51.0%** in 2022 to **72.7%** in 2027 AND in **Middle Combined Writing** from **48.0%** in 2022 to **40.9%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
		programs in order to support teaching and learning within the classroom (for example, teacher supplies, printing, Simple Solutions, online subscriptions, etc.)	snapshots, teacher surveys	to determine implementation of resources in relation to student achievement.	
By spring of 2023, NWES will increase the percentage of students scoring proficient/distinguished in <b>Elementary Combined Writing</b> from <b>23.0%</b> in 2022 to <b>63.1%</b> and <b>Middle Combined Writing</b> from <b>48.0%</b> in 2022 to <b>26.2%</b> based on the KSA/Alternate KSA.	<u>Focus Strategy</u> KCWP3: Design and Deliver Assessment Literacy  <u>Additional Strategy</u> KCWP2: Design and Deliver Instruction	Deeper Learning- All teachers receive training on a deeper learning strategy once a month. Instructional coaches will model and support these strategies in classrooms. Teacher leaders on the deeper learning district team receive additional training and model strategies for teachers through peer observations.	Agendas, Sign-in Sheets, professional learning certificates, classroom observations	Analysis of observation data, lesson snapshots, and assessment data to determine impact of deeper learning strategies as it relates to student achievement.	Title I District Funded
		District Literacy Tools Implementation- This initiative is part of our district literacy grant and provides collaboration with the Kentucky Writing Project. Through this collaboration, teachers receive modeling of writing lessons and strategies in their own classrooms. Additionally, teachers are allotted common planning time with the KWP representative to discuss	Lesson snapshots, pacing guides, classroom observations	Analysis of lesson snapshots and classroom observations to determine implementation of strategies and standard alignment.	District Funded

Goal 2 (State your science, social studies, and writing goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Science** from **31.0%** in 2022 to **57.4%** in 2027 AND in **Elementary Social Studies** from **45.0%** in 2022 to **65.2%** in 2027 AND in **Elementary Combined Writing** from **23.0%** in 2022 to **70.5%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Science** from **40.0%** in 2022 to **48.7%** in 2027 AND in **Middle Social Studies** from **51.0%** in 2022 to **72.7%** in 2027 AND in **Middle Combined Writing** from **48.0%** in 2022 to **40..9%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
		implementation procedures and strategies.			
		Professional learning for teachers and administrators aligned to PGP and/or CSIP.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded
		Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing, supplemental books, online subscriptions, etc.)	Classroom observations, lesson snapshots, teacher surveys	Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.	Title I Approx. \$3,000

### 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 (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
<b>Objective 1</b> By spring of 2023, NWES will increase the percentage of students with disabilities	<u>Focus Strategy</u> KCWP3: Design and Deliver Assessment Literacy	SDI- Special education teachers are focusing on SDI in the co-teach setting. Teacher leaders from the district will receive additional	Professional learning certificates, classroom observation data,	Analysis of observation data, lesson snapshots, and assessment data to determine impact of SDI professional	District Funded

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
<p>(IEP) scoring proficient/distinguished in <b>Elementary Reading</b> from 23.0% in 2022 to 43.2% and <b>Middle Reading</b> from 20.0% in 2022 to 30.5% based on the KSA/Alternate KSA.</p> <p><b>Objective 2</b> By spring of 2023, NWES will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in <b>Elementary Math</b> from 10.0% in 2022 to 25.0% and <b>Middle Math</b> from 27.0% in 2022 to 46.5% based on the KSA/Alternate KSA.</p>	<p><u>Additional Strategy</u> KCWP2: Design and Deliver Instruction</p>	<p>training through CKEC to share with their school teams. An SDI observation feedback tool will be utilized by district staff to observe, give feedback, and share resources/strategies.</p>	<p>lesson snapshots, assessment data</p>	<p>learning and strategies as it relates to student achievement.</p>	
		<p>Professional learning for teachers and administrators aligned to PGP and/or CSIP.</p>	<p>Observations, lesson snapshots, surveys</p>	<p>Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing, supplemental books, online subscriptions, etc.)</p>	<p>Classroom observations, lesson snapshots, teacher surveys</p>	<p>Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.</p>	<p>Title I District Funded</p>

**4: English Learner Progress**

Goal 4 (State your English Learner goal.): By spring of 2027, North Washington will increase the % of English Learners reaching **English Language Proficiency to 50%** in 2027 based on the ACCESS/Alternate ACCESS results.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2023, North Washington will increase the % of English Learners reaching English Language Proficiency to 10% based on the ACCESS/Alternate ACCESS results.	<u>Focus Strategy</u> KCWP3: Design and Deliver Assessment Literacy  <u>Additional Strategy</u> KCWP2: Design and Deliver Instruction	Professional learning for teachers and administrators focused on English learners.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.):

- By spring of 2027, **NWES will** increase the **Elementary Climate Index Score** from **78.2%** in 2022 to **89.1%** in 2027 AND **Elementary Safety Index Score** from **71.9%** in 2022 to **85.95%** in 2027 based on the results from the Quality of School Climate and Safety Survey.
- By spring of 2027, **NWES will** increase the **Middle Climate Index Score** from 74.4% in 2022 to **87.2%** in 2027 AND **Middle Safety Index Score** from **67.5%** in 2022 to **83.75%** in 2027 based on the results from the Quality of School Climate and Safety Survey.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
<p><b>Objective 1</b> By spring of 2023, <b>NWES</b> will increase the <b>Elementary Climate Index Score</b> from <b>78.2%</b> in 2022 to <b>80.38%</b> and <b>Middle Climate Index Score</b> from <b>74.4%</b> in 2022 to <b>76.96%</b> based on the results from the Quality of School Climate and Safety Survey.</p>	<p><u>Focus Strategy</u> KCWP 3: Design and Deliver Assessment Literacy</p> <p><u>Additional Strategy</u> KCWP 6: Establishing Learning Culture and Environment</p>	<p>An SEL diagnostic tool, Satchel Pulse, will be completed three times a year and analyzed. Instructional resources from Satchel Pulse will be utilized for all students during their CARE class rotation and with Tier 2 and 3 students during group or individual counseling sessions.</p>	<p>Diagnostic data, individual/group instruction schedule, CARE class lesson snapshots</p>	<p>SEL team will analyze diagnostic results and plan next steps of action including grouping students for individual and group instruction based on needs. All students will receive SEL instruction in CARE class with lessons aligned to needs based on Satchel Pulse Data.</p>	<p>Title I District Funded</p>
<p><b>Objective 2</b> By spring of 2023, <b>NWES</b> will increase the <b>Elementary Safety Index Score</b> from <b>71.9%</b> in 2022 to <b>74.71%</b> and <b>Middle Safety Index Score</b> from <b>67.5%</b> in 2022 to <b>70.75%</b> based on the results from the Quality of School Climate and Safety Survey.</p>		<p>Collaboration with FRYSC and Outside agencies such as the health department, Washington County extension office, University of Kentucky, etc. to provide information and lessons to students on vaping, drug prevention, safe schools, bullying prevention, suicide prevention, etc.</p>	<p>Pre/post assessments, student surveys, annual student needs assessment</p>	<p>FRYSC coordinator analyzes pre/post assessments, student surveys, and annual student need assessments to determine quality and effectiveness of various programs and information provided.</p>	<p>FRYSC</p>
		<p>Monthly PBIS Team meetings to analyze behavior and attendance data, support positive behavior school wide, and research ideas/suggestions to improve behavior and attendance.</p>	<p>Agendas, sign in sheets, student surveys, data analysis</p>	<p>PBIS team will analyze behavior and attendance reports and student surveys including the Quality of School Climate and Safety data to make plans for climate and safety improvement.</p>	<p>Title I</p>

**8: Other (Optional)**

Goal 8 (State your separate goal.): By spring of 2027, North Washington will increase the standard score by 0.5 (on a scale score of 0-5) in all areas on our parent/family survey which includes knowledge about child’s school, school outreach to families, school climate for family leadership, and culturally responsive climate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding (TITLE I FUNDING)
Objective 1 By spring of 2023, North Washington will increase the standard score by 0.1 (on a scale score of 0-5) in all areas on our parent/family survey which includes knowledge about child’s school, school outreach to families, school climate for family leadership, and culturally responsive climate.	<u>Focus Strategy</u> KCWP 3: Design and Deliver Assessment Literacy	Family engagement activities to provide families resources and professional learning focused on improving student achievement (for example, family engagement events, learning binders, kindergarten readiness kits, academic supplies, etc.)	Event fliers, videos, sign in sheets, communication with families regarding resources/professional learning	Analysis of family engagement activities to determine impact of resources and professional learning as it relates to student achievement.	Title I Approx. \$3,000
	<u>Additional Strategy</u> KCWP 6: Establishing Learning Culture and Environment	Monthly family engagement committee meetings to create school action plan, monitor progress, and receive feedback from stakeholders.	Agendas, sign-in sheets, action plan, feedback surveys	Analysis of action plan progress, committee feedback, and family feedback surveys to determine changes needed to continue improving. The family engagement committee will share a committee update with SBDM monthly.	Family Engagement Funds Approx. \$1,700