2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County Central Primary School
Brandon Anderson
520 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/18/2023

Whitley County Central Primary School

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

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

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Whitley County Central Primary School

Please enter your name and date below to certify.
Brandon Anderson

9-15-22

2022-23 Phase One: Executive Summary for Schools

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2022-23 Phase One: Executive Summary for Schools

Description of the School

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

See attachment.

ATTACHMENTS

Attachment Name

📄 Description of the School

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

See attachment.

ATTACHMENTS

Attachment Name

📄 School's Purpose

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

See attachment.

ATTACHMENTS

Attachment Name

📄 Notable Achievements and Areas of Improvement

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Whitley County Central Primary School

Additional Information

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

N/A

Additional Information

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

N/A

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Whitley County Central Primary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Description of the School	Description of the School	•
📄 Notable Achievements and Areas of Improvement	Notable Achivements and Areas of Improvment	•
📄 School's Purpose	School's Purpose	•

Executive Summary Diagnostic 2022-23

1. Description of School - Whitley Central Primary

Whitley Central Primary is located on the main campus off 25W in Williamsburg (opened in August 1989). Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the 2020 census, the county has a population of approximately 36,712 people. It is 97% white, 0.9% black, 0.4 Asian, 1.4% Hispanic, and 0.3 Native American. The per capita income in the past 12 months is $20,547 – well below the state average of $39,005. Of the county's population, 22.6% is below the poverty level. This is much higher than the 11.8% state average. 75% of our students qualify for free or reduced lunch. The primary school is a feeder school for Whitley Central Intermediate School. Our school boasts the largest primary enrollment of all elementary schools in the district; currently housing approximately 461students Preschool through grade 2. 138 students qualify for special education.

The students are served by one principal, 21 homeroom teachers, 19 instructional assistants, a librarian, four special education teachers, 2 FMD teachers, a physical education teacher, a fine arts teacher, a speech/language pathologist, a family resource director, a school nurse, two office clerks, six cooks, and four custodians. The Accelerated Reader (AR), Reading Recovery, Comprehensive Intervention Model (CIM), Math Intervention, Read to Achieve (RTA), Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children and 21st Century programs, which provide after school enrichment in reading and math for students four days a week and school supplemental services during the school day. Students are also provided tutoring services before school five days a week. Whitley Central Primary is governed by a SBDM Council. The staff of Whitley Central Primary believes that every student can learn.

The Accelerated Reader (AR), Read to Achieve, Math Intervention, and Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children and 21st Century programs, which provide virtual after school enrichment in reading and math for students four days a week and virtual school supplemental services during the school day. Students are also provided virtual tutoring services during the week.

 Whitley Central Primary is continually looking for ways to involve and be involved in community events and activities. When we are not in a pandemic, our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project, canned food drives, coat drives, and our Community Wide Thanksgiving Meal in which teachers, students, parents and community members come together to host a wonderful meal for our community. Our teachers and students often invite community members to classrooms to share information. Participants include business owners, first responders, and the local health department share information about careers for career fair, emergency preparedness,

and hygiene information. During the pandemic, local businesses have donated masks and other items that families need, and also offered virtual field trips.

Executive Summary 2022-23

3. Notable Achievements and Areas of Improvement

In the last three years, Whitley Central Primary School has made several important achievements in multiple areas.

For the 2021-2022 academic year, we are also particularly proud of our IOWA Achievement Test scores.

- Kindergarten's grade equivalent was above grade level on ELA 1.4, Math 1.4, Core Composite 1.4.
- 1st grade's grade equivalent was above grade level on ELA 2.4, Math 2.5, Core Composite 2.6.
- 2nd grade's grade equivalent was above grade level on ELA 3.1, Math 3.0, Core Composite 3.2.
- 1st grade Math grade equivalent 2.5 was the highest score in math over the last 3 years.

Another notable achievement for WCP was our Brigance Kindergarten Readiness Screener. 41% of students were ready and 7% were ready with enrichments.

Our AR Point Club t-shirt incentive program inspired students to surpass their yearly AR goal. We had two students that were the District Top AR Point Earners in their grade level (kindergarten and first grade). We had several students reach the 200 point AR club. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our sister school, Whitley Central Intermediate (WCIS), in the last three years, has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years and the new rating of 4 Star School. Based on 2018-2019 KPREP data, our school maintained high rates of proficient and distinguished and maintained low percentages of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. The number of students scoring novice in reading and math in the gap groups was also very low.

In past years our KPREP proficiency data reflected increasing rates of proficient and distinguished in the areas of reading and math in all grade levels, as a result of students learning in a non-traditional or homeschool for the last two years our proficient/distinguished scores, as expected, were much lower than what they normally are.

While our data is very different from what we are used to having, a strength/leverage is that for the 2020-2021 our school's proficiency percentages in reading and math were higher than our

district and state averages. Our novice percentages were also lower than the district and state averages. Our school's KPREP participation rate was 86.4 for the 2020-2021 school year.

Going forward we will concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas.

The last two years of data that we have been able to collect were 2018-2019 and 2020-2021. Due to the pandemic the scores for these two school years have looked very differently. Whitley Central Intermediate and our feeder school Whitley Central Primary worked together diligently this past school year to ensure that our students were provided a rigorous educational opportunity in order to close additional gaps caused by the effects of the pandemic.

Proficiency data and novice data for those two years are listed below.

2018-2019 KPREP Proficiency Data

71.7% of 3rd grade students scored proficient or distinguished in reading.

68.3% of 3rd grade students scored proficient or distinguished in math

75% of 4th grade students scored proficient or distinguished in reading.

71.3% of 4th grade students scored proficient or distinguished in math.

71.4% of 5th grade students scored proficient or distinguished in reading.

64.8% of 5th grade students scored proficient or distinguished in math.

79.8% of 6th grade students scored proficient or distinguished in reading.

68.9% of 6th grade students scored proficient or distinguished in math.

2020-2021 KPREP Proficiency Data

57% of 3rd grade students scored proficient or distinguished in reading.

27.1% of 3rd grade students scored proficient or distinguished in math

48% of 4th grade students scored proficient or distinguished in reading.

52.1% of 4th grade students scored proficient or distinguished in math.

38.8% of 4th grade students scored proficient or distinguished in science.

41.4% of 5th grade students scored proficient or distinguished in reading.

28.8% of 5th grade students scored proficient or distinguished in math.

45.2% of 5th grade students scored proficient or distinguished in on-demand writing.

43.3% of 6th grade students scored proficient or distinguished in reading.

29.9% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Novice Data

Third Grade – 7.1% of students scored novice in reading and 2.7% in math.

Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.

Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.

Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

2020-2021 KPREP Novice Data

Third Grade – 17.8% of students scored novice in reading and 27.1% in math.

Fourth Grade – 29.6% of students scored novice in reading, 17.3% in math, and 13.3% in science.

Fifth Grade – 34.6% of students scored novice in reading, 30.8% in math, and 14.4% in on-demand writing.

Sixth Grade – 43.3% of students scored novice in reading and 22.7% in math.

Various areas of concerns & improvement plans:

The IOWA Achievement Test was not given the last two school years because of the Covid-19 pandemic. Therefore, our scores were compared to the 2019 pre-pandemic assessment goals for IOWA math and ELA. Our goal is to close the achievement gap and continue to strive for our previously set goals.   Kindergarten decreased in grade equivalent of -0.3 in ELA, and -0.2 Core Composite from 2019. 2nd grade decreased in grade equivalent of -0.5 ELA, –0.6 Math, and -0.4 Complete Composite from 2019. Kindergarten decreased in grade equivalent of -0.3 in ELA from a high of 1.7 in 2019 to 1.4 in 2022. However, kindergarten is still 0.4 above grade level in ELA. All grades K-2 have scored above grade equivalent for the last 3 years.

On the Brigance K-Screen, students ready has decreased (-2.7) from Fall 2019 (43.8) to Fall 2021 (41.1). The combined total ready/ready with enrichments has decreased -9 from Fall 2019 (57.1) to 2021 (48.1).   Our school will continue to increase readiness by informing parents of the readiness standards by sending information periodically throughout the school year. Teachers will continue to focus on readiness skills in the classroom (alphabet, counting, sorting, personal information, body parts, math skills, conflict resolution, gross motor). We'll continue to partner with Save the Children to provide kindergarten readiness summer kits to all students.

During the 2021-2022 school year we monitored student progress and deployed strategies that would allow us to increase our proficiency levels and decrease novice percentages in reading and math. We allocated intentional focus on growth, science and writing progress. We were intentional about identifying students who did not make growth in reading and math and created plans and provided intervention for those students to ensure that we did everything possible to help those students achieve growth. We will keep striving to increase proficiency levels and promote increase in our students' academic growth.

As we embarked upon the new school year, we were presented with the challenge of closing an even larger achievement gap caused by many months of non-traditional or home school instruction. Despite our varying methods of instruction, we have striven to create and deliver instruction in a way that will continually promote increasing proficiency levels and decreasing the number of students who may score novice and apprentice.

To increase student performance in reading and math during remote distance learning, our school will implement distance learning strategies for their classrooms on 1:1 Chromebooks, Google Classroom, Spelling City, Bookwidgets.com, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, GoMath ThinkCentral, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer. We will also service students in-person using target groups and small group instruction during remote learning.

Teachers will attend various training sessions to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in **Literacy Design Collaborative (LDC)** and **Math Design Collaborative (MDC)**. These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers.

Many teachers in our school have collaborated with The New Teacher Center and South-East South- Central Cooperative in a Coaching Project. Instructional coaching provides individual teachers with one-to-one assistance working on identified instructional needs. It is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work. Coaches help teachers identify the

focus and then work with them to reflect on and improve their practice. Coaching can serve as a school-wide school improvement strategy. Because its focus is on the core work of teaching, it supports a culture of collaboration promoting efficacy and growth in both teachers and students.

District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To increase growth and continue to reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

To increase growth and continue to reduce the percentage of students scoring novice in reading, we'll continue the following reading instructional initiatives: RTI, Reading Rangers, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, Reading Recovery intervention, CIM groups, literacy centers, AR point clubs, Accelerated Reader (AR), Eager Reader standards, and Independent Reader standards. Furthermore, our school will align the curriculum to ensure it is taught with fidelity using the following activities: Houghton Mifflin Harcourt Rigby series, differentiated reading instruction, professional learning communities, and the Read Well program along with the SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve our reading, our teachers will work with the reading intervention teacher, the title I reading teacher, and the RTA teacher and incorporate Study Island, Exact Path, Reading Eggs, IXL, Amira, 180 Days of Writing and Epic Online Library. Our school will continue to implement the striving readers grant. It helps all students receive strong literacy support. The grant allows the purchase of additional leveled readers and Rigby readers for struggling and advanced readers. Reading Eggs, IXL, Spelling/vocabulary City, ReadWorks, Scholastic Readers, Vocabulary A-Z, and Generation X are all programs we'll continue to use to sustain reading success.

To improve our vocabulary, our teachers are using the Wordly **Wise** Vocabulary program for direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The activities, peer sharing, and differentiated instruction allow the flexibility to meet the needs of today's varying student population. Research-based activities provide multiple exposures to vocabulary words. Peer sharing allows students to apply and extend their learning.

Teachers will also continue to use Epic Online Library and Study Island to supplement their students' practice of skills in reading and math. Students whose MAP scores indicate a

weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need.

To encourage students to read and go beyond their AR goals, our staff will continue to offer a new incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

 Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To improve behavior, our school is implementing Pearson Review360. Review360 allows general education teachers to screen for behavior issues before they become a problem in the classroom. It provides consistent intervention measures, resulting in increased academic success in any classroom setting.

To help us reduce the percentage of students scoring novice in **math**, the MIT team is meeting regularly and sharing strategies from their training with their grade level peers.   Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Exact Path and Study Island lessons to target areas of need.   The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in those grades.

We will continue to use Number Talks. This program includes 180 days of number talk lessons that are specifically designed for each grade level to engage the students in mathematical discourse. This resource contains 390 number talk slides/pages and 30 different number talk activity types based on the Common Core Standards. Each unit addresses different standards and gets progressively more challenging as students develop their mathematical skills.

Teachers will continue to implement Go Math along with Envision Math and Touch Math programs for special education instruction. Furthermore, our teachers are participating in the Math Design Collaborative (MDC). It's a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. In addition, we have now included the Crazy 8s math program in our STC after school program to further improve our math.

Executive Summary -- Whitley Central Primary

2. School's Purpose

The Whitley Central Primary School staff believes that every student can learn. It is our responsibility to enhance learning. Through partnership of parents, communities and educators, our students will acquire the essential skills and knowledge necessary for them to function as productive citizens. It is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies.

We are proud of the opportunities afforded to all students at Whitley Central Primary. After-school activities include tutoring, reading enhancement through Save the Children, and 21st Century Programs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional Programs include Early Interventions in Reading, Early Steps to School Success, Math Intervention, Save the Children and Family Reading/Math Nights. Our Save the Children program has been recognized as one of the top in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated.

The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students. WCP is blessed because the BOE provides funds for a Math Intervention Teacher (MIT). The funding provides our school with a full-time MIT teacher who services students in a small group setting who are at risk of falling below grade level but do not receive special education services. Students who require more challenges to further excel are offered monthly Gifted and Talented Services.

Our school uses a variety of services and modes to deliver instruction in every classroom. Each student utilizes a chromebook during in seat classes and distance learning. Every teacher has a Google Classroom and the school as a whole has access to educational and supplemental programs like Accelerated Reader, IXL, Study Island, Reading Eggs, Amira, Edgenuity, and Vocabulary A-Z just to name a few. The school has highly qualified educators to facilitate RTI services to targeted groups based on assessment data. Additionally, the school's Save the Children program provides supplemental support to struggling readers during school and in after-school and summer settings. Our 21st Century Grant offers academic enrichment opportunities that complement the students' regular academic programs during non-school hours. Both STC and 21st Century programs assist students in meeting state standards in core academic subjects, i.e., reading and mathematics, all the while offering support to families.

The school has incorporated Chromebooks 1:1 in daily instruction during whole group and small group instruction. The Chromebooks allow easy access to educational programs available to our students. Furthermore, all teachers including homeroom, special education, physical

education, fine arts, as well as, the media specialist and interventionists, upload lessons and materials to their Google Classrooms to guide instruction and enhance lessons. Students who need additional help during virtual learning have the opportunity to come into the school as part of a target group aimed at reaching learners who need additional support.

2022-23 Phase One: School Safety Report

2022-23 Phase One: School Safety Report

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2022-23 Phase One: School Safety Report
School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

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

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

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

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

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
   Yes. July 2022

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
   Yes. 8-9-22

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

Whitley County Central Primary School
Brandon Anderson
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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.

see attachment

ATTACHMENTS

Attachment Name

📄 Protocol - Data Review Process

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?

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Whitley County Central Primary School

see attachment

ATTACHMENTS

Attachment Name

📄 Review of Previous Plan

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.

see attachment

ATTACHMENTS

Attachment Name

📄 Trends

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.

see attachment

ATTACHMENTS

Attachment Name

📄 current state

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.

   see attachment

ATTACHMENTS

Attachment Name

📄 Priorities & Concerns

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.

   see attachment

ATTACHMENTS

Attachment Name

📄 Strengths & Leverages

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:

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools - Generated on 01/18/2023

Whitley County Central Primary School

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.
    see attachment

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools - Generated on 01/18/2023

Whitley County Central Primary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 current state	Current State	• 4
📄 Evaluate Teaching & Learning	School Key Elements Template	•
📄 Priorities & Concerns	Priorities & Concerns	• 5
📄 Protocol - Data Review Process	Protocol - Data Review Process	• 1
📄 Review of Previous Plan	Review of Previous Plan	• 2
📄 Strengths & Leverages	Strengths & Leverages	• 6
📄 Trends	Trends	• 3

Needs Assessment

WCP Current Academic State

2021-2022 IOWA Achievement Test (Grade Equivalent) Data
-Kindergarten ELA 1.4, Math 1.4, Core Composite 1.4
-1st Grade ELA 2.4, Math 2.5, Complete Composite 2.6
-2nd Grade ELA 3.1, Math 3.0, Complete Composite 3.2

2020-2021 IOWA Achievement Test (Grade Equivalent) Data
-No IOWA data for this year (COVID)

2019-2020 IOWA Achievement Test (Grade Equivalent) "Forecast Lower" Data
-Kindergarten ELA 1.5, Math 1.3, Core Composite 1.5
-1st Grade ELA 2.4, Math 2.2, Complete Composite 2.4
-2nd Grade ELA 3.4, Math 3.6, Complete Composite 3.2

2021-2022 Brigance Kindergarten Readiness Screener Data
-Ready with Interventions 48.6
-Ready 43
-Ready with Enrichments 8.4
-Kindergarten Ready (total) 51.4

2020-2021 Brigance Kindergarten Readiness Screener Data
-Ready with Interventions 52
-Ready 42
-Ready with Enrichments 6
-Kindergarten Ready (total) 48

2019-2020 Brigance Kindergarten Readiness Screener Data
-Ready with Interventions 42.9
-Ready 43.8
-Ready with Enrichments 13.3
-Kindergarten Ready (total) 58.2

WCIS Current Academic State

2018-2019 KPREP Proficiency Data
71.7% of 3rd grade students scored proficient or distinguished in reading.
68.3% of 3rd grade students scored proficient or distinguished in math
75% of 4th grade students scored proficient or distinguished in reading.
71.3% of 4th grade students scored proficient or distinguished in math.
71.4% of 5th grade students scored proficient or distinguished in reading.
64.8% of 5th grade students scored proficient or distinguished in math.

79.8% of 6th grade students scored proficient or distinguished in reading.
68.9% of 6th grade students scored proficient or distinguished in math.

2019-2020 KPREP Proficiency Data – No KPREP data for this year

2020-2021 KPREP Proficiency Data
57% of 3rd grade students scored proficient or distinguished in reading.
27.1% of 3rd grade students scored proficient or distinguished in math
48% of 4th grade students scored proficient or distinguished in reading.
52.1% of 4th grade students scored proficient or distinguished in math.
41.4% of 5th grade students scored proficient or distinguished in reading.
28.8% of 5th grade students scored proficient or distinguished in math.
43.3% of 6th grade students scored proficient or distinguished in reading.
29.9% of 6th grade students scored proficient or distinguished in math.

2021-2022 KSA Proficiency Data
66% of 3rd grade students scored proficient or distinguished in reading.
67% of 3rd grade students scored proficient or distinguished in math
69% of 4th grade students scored proficient or distinguished in reading.
74% of 4th grade students scored proficient or distinguished in math.
50% of 5th grade students scored proficient or distinguished in reading.
53% of 5th grade students scored proficient or distinguished in math.
65% of 6th grade students scored proficient or distinguished in reading.
52% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Novice Data
Third Grade – 7.1% of students scored novice in reading and 2.7% in math.
Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.
Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.
Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

2019-2020 KPREP Novice Data – No KPREP data for this year

2020-2021 KPREP Novice Data
Third Grade – 17.8% of students scored novice in reading and 27.1% in math.
Fourth Grade – 29.6% of students scored novice in reading and 17.3% in math.
Fifth Grade – 34.6% of students scored novice in reading and 30.8% in math.
Sixth Grade – 43.3% of students scored novice in reading and 22.7% in math.

2021-2022 KSA Novice Data
Third Grade – 14% of students scored novice in reading and 5% in math.
Fourth Grade – 14% of students scored novice in reading and 5% in math.
Fifth Grade – 17% of students scored novice in reading and 18% in math.

Sixth Grade – 11% of students scored novice in reading and 21% in math.

WCP Non-Academic Current State

In addressing the non-academic data utilized to meet student needs we take into consideration these areas:

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2021-2022 school year, 347 students at WCP are economically disadvantaged. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Oftentimes, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. At WCP, 37 students were identified on the watch list for the gifted and talented services pool, 30 students were homeless, and 138 students qualified for special education services.

- Attendance plays a vital role in student performance. The average daily attendance percentage at WCP for the 2021-2022 school year was 90.80%. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Counseling services are offered daily to meet student needs. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. The WCP counselor served 50 students in the 2021-22 school year.

- At WCP, the number of behavior referrals has decreased from 139 behavior referrals in 2019-2020 to 123 behavioral referrals in 2021-2022.

-The number of behavior referrals for the last three years:
2018-2019 behavior referrals – 166
2019-2020 behavior referrals - 139
2020-2021 behavior referrals – 3
2021-2022 behavior referrals - 123

WCIS Non-Academic Current State
In addressing the non-academic data utilized to meet student needs we take into consideration these areas:

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2021-2022 school year 76% of the students at Whitley Central Intermediate School were listed as Economically Disadvantaged. Additional enrichment opportunities are

offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Often teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. 10.5% qualified for gifted and talented services, 8% were listed as homeless, and 26% qualified for special education services.

- Attendance plays a vital role in student performance. We intentionally focus on student attendance and the importance for students to be in school as much as possible. We are now gradually building our attendance rate back closer to normal after Covid. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers, attendance clerk, and principal make personalized phone calls daily to each student who is absent. These contacts allow us to communicate with parents/guardians regarding assignments, lessons, projects, etc. Now that our district has supplied chrome books for all students in our district, our teachers and students have the ability to communicate via zoom and google classroom. This allows students who may be out due to illness to have access to their teacher and in many situations allows instruction and learning to continue while the students are absent. These interactions help bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.
- Counseling services are offered daily to meet student needs. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem.

-The number of behavior referrals for the last three years:
2017-2018 - 127
2018-2019 – 132
2019-2020 – 57
2020-2021 – 03

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	curriculum map, pacing guides, lesson plans, I can statements, learning targets, PLC meetings, grade level meetings, vertical/horizontal alignment, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Striving Readers Comprehensive Literacy (SRCL), MAP, STAR, IOWA, KPREP, formative/summative assessment, SBDM minutes
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Formative/Summative Assessments, KPREP data, LDC coding tasks, lesson plans, Writing scrimmage, STAR, MAP, IOWA, PLC meetings, lesson plans, individual learning plans, RTA, MIT, & Title I data, Individualized progress reports from Study Island and IXL, Reading Eggs, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City, Edgenuity Pathblazer, SBDM minutes
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	PLC meetings, PD training, grade level team meetings, curriculum teams, vertical/horizontal alignment, data review, CSIP/CDIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, Exact Path, IXL
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	IOWA, PLC minutes, STAR, MAP, IOWA, KPREP, Brigance, formative/summative assessment data, Individualized progress reports from Study Island, Exact Path, IXL, Lesson plans, student learning plans, LDC, grade level common assessments, RTI, AIMSweb, district curriculum coaches
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	RTI, AimsWeb, Progress monitoring, PBIS, formative/summative assessment, AR, MAP, STAR, Brigance, Iowa, KPREP, PLC meetings, SBDM meetings, CSIP/CDIP, MIT, Reading Recovery, STC, 21st Century Cardinal Club, district curriculum coaches
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	character readings, Respectful Cardinal, classroom management system, PBIS, open house, parent teacher conferences, FRN/FMN, 21st century community activities

4. WCP Needs Assessment: Priorities/Concerns

Kindergarten decreased in grade equivalent of -0.1 in ELA, and -0.2 Core Composite from 2019-2020 lower forecast data.

2nd grade decrease in grade equivalent of -0.3 in ELA, -0.6 in Math from 2019-2020 lower forecast data.

The combined total ready/ready with enrichments has decreased -5.7 from 2019 (57.1) to 2021 (51.4).

WCIS Needs Assessment: Priorities and Concerns

For the 2021-2022 school year we monitored student progress and deployed strategies that would allow us to maintain our proficiency levels and decrease novice percentages in reading and math. We allocated more intentional focus on growth in reading and math while also continuing to offer rigorous instruction in science and writing. We were intentional about identifying students who had vast learning gaps in reading and math and monitored those students to ensure that students were on track to achieve growth.

2021-2022 KSA Proficiency Data

66% of 3rd grade students scored **proficient or distinguished in reading.**

67% of 3rd grade students scored **proficient or distinguished in math**

69% of 4th grade students scored **proficient or distinguished in reading.**

74% of 4th grade students scored **proficient or distinguished in math.**

54% of 4th grade students scored **proficient or distinguished in science.**

50% of 5th grade students scored **proficient or distinguished in reading.**

53% of 5th grade students scored **proficient or distinguished in math.**

41% of 5th grade students scored **proficient or distinguished in combined writing**.

45% of 5th grade students scored **proficient or distinguished in social studies.**

65% of 6th grade students scored **proficient or distinguished in reading.**

52% of 6th grade students scored **proficient or distinguished in math.**

2021-2022 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 5% in math.

Fourth Grade – 14% of students scored novice in reading, 5% in math, and 6% in science.

Fifth Grade – 17% of students scored novice in reading, 18% in math, 9% in combined writing, and 26% in social studies.

Sixth Grade – 11% of students scored novice in reading and 21% in math.

Going forward we will concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas. Our overall lowest area is 5th grade. For the 2022-2023 school year we will provide some intentional focus on this grade level to promote higher proficiency levels in all content areas.

Understanding Continuous Improvement: The Needs Assessment

1. Protocol: Data Review Process

The Whitley Central Primary School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process was conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Intermediate School, and other stakeholders. Our teams analyzed assessment data to determine the needs of our school. The goals were determined using data for components of proficiency (reading and math), separate academic indicators (science, social studies, and writing), and growth (reading and math). The school report card, MAP, Brigance Screener for pre-K, and IOWA Achievement test for Grade K-2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the Impact Kentucky Working Conditions survey results were the primary sources of data. Our teams also analyzed teacher, parent and student input and various district program reports to identify objectives, strategies, and activities. This valuable information helped our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data was available, it was discussed, analyzed, and documented in faculty meetings, in weekly PLCs, and monthly by SBDMC leadership. We looked at the data from our school report card and individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We considered the performance levels for each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" were noted and the instructional practices were listed that contributed to those successes. Additionally, we noted an improvement list and included specific instructional strategies that we believe would help improve these areas. We asked the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. The final step was discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

Stakeholders

Brandon Anderson, Principal

 2nd Grade Lead Teacher, Veronica McQueary

1st Grade Lead Teacher, Amber McKiddy

Kindergarten Lead Teacher, Becky Dingess

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Tina Sutton (WCP) & John Crisologo (WCIS)

 Math Intervention Teacher, Stacey Prakash (WCP) & Elizabeth Kidd (WCIS)

Reading Recovery Teachers, Yvonne Lowrie & Linda Watson

Reading Intervention Teacher, Jennifer Meadors (WCIS)

WC Primary PTO, President Samantha Young, Treasure Tracie Trett

WC Primary Site Based Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Brooke Henson (teacher), Leann Kersey (parent), Katy Floyd (parent)

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy Chaffman

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

 Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

WCIS Site Base Decision Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Stephanie Patrick (parent), Miranda Ramsey (parent)

WCIS PTO, President Kellie Clemens, Treasure Deonda Brown

Review of Previous Plan

On the 2021 Goal Builder we stated that our goal was to collaborate to increase the overall reading and math proficiency ratings for all students in Reading from 47.5% to 52.5% by 2022 and Math from 34.3 to 39.3 by 2022.

To reach that goal, we planned to utilize all our resources such as Study Island, Reflex Math, IXL, and Wordly Wise to increase rigor in every grade level and content specific targeted areas based on MAP data. Students would receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers would collaborate to design instruction to meet intervention needs of students in each group.

We deployed morning and afternoon tutoring/homework help provided through 21st Century. This allows students the opportunity to receive homework help 4 mornings each week for 30 minutes before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00 PM.

We also planned to implement instructional and technology strategies in the classrooms through direct instruction and the utilization of various resources such as Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Fllipgrid, Go Math/Think Central, Google Classsroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, and Prodigy.

Teachers create, review, and edit students' learning plans throughout the year to ensure student growth.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice** in **reading from 29.1% to 14%** and **decreased math from 24.6% to 13%.** We were also able to **increase** the percentage of students scoring **proficient or distinguished in reading from 47.5% to 62% and in math increased from 34.3% to 61%.**

On the 2021 Goal Builder our science goal was to Increase the percentage of students scoring proficient/distinguished in science from 38.8% in 2021 to 43.8% by 2022.

To reach our science goal, we planned to utilize resources such as Mystery Science resource purchased for 3rd - 6th grade to support and enhance student learning in science. Also, our science lab teacher would have intentional training and design specific lessons to support science curriculum in grades 3-6.and enhance student learning in grades 3-6. Science and social studies lessons would be taught with fidelity and rigor in grades 3-6. Teachers would implement social studies and science resources such as IXL and 180 Days of Science and Social Studies. Teachers would also implement ReadWorks resources and novels to teach comprehension in social studies and science.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice** in **science from 13.3% to 6%**.

We were also able to **increase** the percentage of students scoring **proficient or distinguished in science from 38.8% to 54%.**

We did not have social studies data last year, but according to 2021-2022 KSA data 45% of 5th grade students scored proficient or distinguished in social studies and 26% scored novice in social studies.

On our 2021 Goal Builder our writing goal was to increase the percentage of students scoring proficient/distinguished in writing from 39.8% in 2021 to 44.8 by 2022.

To reach this goal teachers would implement resources supplied by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency. Teachers would also implement instructional and technological strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, Spelling City, Epic Online Library, Google Classsroom, and ReadWorks.

District Curriculum Writing Instructional Coach is also utilized to come to the school throughout the year to work with fourth/fifth grade students and teachers to help increase writing proficiency.

Title I Reading Teacher also collaborates with classroom teachers to provide additional specialized writing lessons in 4th and 5th grade classrooms.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice** in **writing from 14.4% to 9%**.

In combined writing the percentage of students scoring **proficient or distinguished in writing decreased slightly from 45.2% to 41%.**

Because we did see adequate improvement in reading, math, and science, we will make minor adjustments to our plan from last year and continue with the same structure in last year's Goal Builder. Since there was a decrease in proficiency in writing, we will revise our plans and strategies to promote more growth in proficiency for combined writing.

6. WCP Strengths/Leverages

2022 IOWA Achievement Test Data

Kindergarten's grade equivalent was above grade level on Kindergarten ELA 1.4, Math 1.4, Core Composite 1.4

1st grade's grade equivalent was above grade level on ELA 2.4, Math 2.5, Complete Composite 2.6.

2nd grade's grade equivalent was above grade level on ELA 3.1, Math 3.0, Complete Composite 3.2

-1st grade ELA and 2nd grade Complete Composite grade equivalent stayed the same.

2021 Fall Brigance K-Screen Data

A combined total 51.4 of students were ready and ready with enrichments.

Our combined total ready (51.4) was +11.9 higher than the district (39.5).

Our 43.2 students ready is +3.7 higher than the district average (39.5).

Our 48.6 students ready with interventions is -11.9 lower than the district (60.5).

WCIS Needs Assessment – Strengths/Leverages

In previous years our KPREP proficiency data reflected increasing rates of proficient and distinguished in the areas of reading and math in all grade levels. The data also reflected a continued decrease in the percentage of students scoring novice in reading and math. As a result of students learning in a non-traditional form for the past two years our 2020-2021 proficient/distinguished scores, as expected, were much lower than what they normally are. In the past we had also dramatically decreased our novice percentages in reading and math.

Thankfully, last school year was a more normal learning environment than what Covid protocol allowed. This almost normal learning environment allowed us to increase our proficiency scores and decrease the percentage of students scoring novice.

Going forward we will continue to concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas.

2020-2021 KPREP Proficiency Data

57% of 3rd grade students scored proficient or distinguished in reading.

27.1% of 3rd grade students scored proficient or distinguished in math

48% of 4th grade students scored proficient or distinguished in reading.

52.1% of 4th grade students scored proficient or distinguished in math.

38.8% of 4th grade students scored proficient or distinguished in science.

41.4% of 5th grade students scored proficient or distinguished in reading.

28.8% of 5th grade students scored proficient or distinguished in math.

45.2% of 5th grade students scored proficient or distinguished in on-demand writing.

43.3% of 6th grade students scored proficient or distinguished in reading.

29.9% of 6th grade students scored proficient or distinguished in math.

2021-2022 KSA Proficiency Data

66% of 3rd grade students scored proficient or distinguished in reading.

67% of 3rd grade students scored proficient or distinguished in math

69% of 4th grade students scored proficient or distinguished in reading.

74% of 4th grade students scored proficient or distinguished in math.

54% of 4th grade students scored proficient or distinguished in science.

50% of 5th grade students scored proficient or distinguished in reading.

53% of 5th grade students scored proficient or distinguished in math.

65% of 6th grade students scored proficient or distinguished in reading.

52% of 6th grade students scored proficient or distinguished in math.

2020-2021 KPREP Novice Data

Third Grade – 17.8% of students scored novice in reading and 27.1% in math.

Fourth Grade – 29.6% of students scored novice in reading, 17.3% in math, and 13.3% in science.

Fifth Grade – 34.6% of students scored novice in reading, 30.8% in math, and 14.4% in on-demand writing.

Sixth Grade – 43.3% of students scored novice in reading and 22.7% in math.

2021-2022 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 5% in math.

Fourth Grade – 14% of students scored novice in reading, 5% in math, and 6% in science.

Fifth Grade – 17% of students scored novice in reading, 18% in math, and 9% in combined writing.

Sixth Grade – 11% of students scored novice in reading and 21% in math.

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Needs Assessment

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WCP: Trends

Trends (3 years) significant areas of improvement

IOWA Achievement Test:
- Kindergarten decreased in grade equivalent of -0.1 in ELA from 1.5 in 2020. However, kindergarten is till 0.4 above grade level in ELA.
- 1st grade score 2.4 grade equivalent in ELA the last three years.
- All grades (K-2) have scored above grade equivalent for the last 3 years.

On the Brigance K-Screen:
- Students ready with interventions have increased from 2019 (42.9) to 2021 (48.6).
- The combined total ready/ready with enrichments has decreased from 2019 (57.1) to 2021 51.4.

WCIS: Trends

Academic trends:
2018-2019 – 5.6% of students score novice in **reading.**
2018-2019 – 2% of students scored novice in **math.**
2019-2020 – KPREP not taken – No data
2020-2021 – 47.5% of students scored P/D in **reading** while 29.1% scored novice in **reading**.
2020-2021 – 34.3% of students scored P/D in **math** while 24.6% scored novice in **math**.
2021-2022 - 62% of students scored P/D in **reading** while 14% scored novice in **reading**.
2021-2022 – 61% of students scored P/D in **math** while 13% scored novice in **math**.

Based on the 2020-2021 KPREP data our goal was to intentionally target our focus on decreasing the percentage of novice in reading and math while creating and delivering instruction that would continuously help students transition to proficient and distinguished levels.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice** in **reading from 29.1% to 14%** and **decreased math from 24.6% to 13%.** We were also able to **increase** the percentage of students scoring **proficient or distinguished in reading from 47.5% to 62% and in math increased from 34.3% to 61%.**

The **non-academic trends** that we recognized from the past two-three years are a consistent number of students seeing or being referred to see our counselors on a regular basis and the steady number of behavior events in the past three years.

WCIS
- 2018-2019 – Students seeing or referred to counselor - approximately 97
- 2019-2020 – Students seeing or referred to counselor – approximately 127
- 2020-2021 – Students seeing or referred to counselor – approximately 130

Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. When students work through their social and emotional issues with the help of their parents or guardians and the counselor, they are able to devote attention and energy to the intellectual tasks at school.

WCP Behavior Events:
- 2018-2019 – 166 behavioral referrals
- 2019-2020 – 139 behavioral referrals (distance learning in February because COVID)
- 2020-2021 – 3 (limited in person instruction)
- 2021-2022 – 123

WCIS Behavior Events:
- 2018-2019 – 133 behavioral referrals
- 2019-2020 – 57 behavioral referrals (distance learning in February because COVID)
- 2020-2021 – 3 behavioral referrals (limited in person instruction)

2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Whitley County Central Primary School
Brandon Anderson
520 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

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2022-23 Phase Two: School Assurances
Introduction

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

Federal Programs

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

o Yes

o No

● **N/A**

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

Title I Programs

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

● Yes

o No
o N/A
COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**
o No
o N/A
COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

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

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

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

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

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

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

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

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No

o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

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

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

COMMENTS

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

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

COMMENTS

Title I Targeted Assistance School Programs

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

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

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes

o No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

Whitley County Central Primary School
Brandon Anderson
520 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

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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.

see attachment

ATTACHMENTS

Attachment Name

📄 summarize the plan of action through the goal setting process

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, Baldridge, etc.*).

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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

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

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

Requirements for Building an Improvement Plan

The required 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)
📄 Goal Builder	Goal Builder	•
📄 summarize the plan of action through the goal setting process	summarize the plan of action through the goal setting process	•

Phase 3: Comprehensive Improvement Plan for Schools

Summarize the plan of action developed through your goal setting process

During the 2021-2022 school year, we monitored student progress and deployed strategies that would allow us to increase our proficiency levels and decrease novice percentages in reading and math. We allocated intentional focus on growth, science and writing progress. We were intentional about identifying students who did not make growth in reading and math and created plans and provided intervention for those students to ensure that we did everything possible to help those students achieve growth. We will keep striving to increase proficiency levels and promote an increase in our students' academic growth.

As we embarked upon the new school year, we were presented with the challenge of closing an even larger achievement gap caused by many months of non-traditional or home school instruction. Despite our varying methods of instruction, we have striven to create and deliver instruction in a way that will continually promote increasing proficiency levels and decreasing the number of students who may score novice and apprentice.

To increase student performance in reading and math during remote distance learning, our school will implement distance learning strategies for their classrooms on 1:1 Chromebooks, Google Classroom, Spelling City, Bookwidgets.com, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, GoMath ThinkCentral, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer. We will also service students in-person using target groups and small group instruction during remote learning.

Teachers will attend various training sessions to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in **Literacy Design Collaborative (LDC)** and **Math Design Collaborative (MDC)**. These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are coming back to school and sharing this information with other grade level teachers.

Many teachers in our school have collaborated with The New Teacher Center and South-East South- Central Cooperative in a Coaching Project. Instructional coaching provides individual teachers with one-to-one assistance working on identified instructional needs. It is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work. Coaches help teachers identify the focus and then work with them to reflect on and improve their practice. Coaching can serve as a school-wide school improvement strategy. Because its focus is on the core work of teaching, it

supports a culture of collaboration promoting efficacy and growth in both teachers and students.

District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To increase growth and continue to reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

To increase growth and continue to reduce the percentage of students scoring novice in reading, we'll continue the following reading instructional initiatives: RTI, Reading Rangers, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, Reading Recovery intervention, CIM groups, literacy centers, AR point clubs, Accelerated Reader (AR), Eager Reader standards, and Independent Reader standards. Furthermore, our school will align the curriculum to ensure it is taught with fidelity using the following activities: Houghton Mifflin Harcourt Rigby series, differentiated reading instruction, professional learning communities, and the Read Well program along with the SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve our reading, our teachers will work with the reading intervention teacher, the title I reading teacher, and the RTA teacher and incorporate Study Island, Exact Path, Reading Eggs, IXL, Amira, 180 Days of Writing and Epic Online Library. Our school will continue to implement the striving readers grant. It helps all students receive strong literacy support. The grant allows the purchase of additional leveled readers and Rigby readers for struggling and advanced readers. Reading Eggs, IXL, Spelling/vocabulary City, ReadWorks, Scholastic Readers, Vocabulary A-Z, and Generation X are all programs we'll continue to use to sustain reading success.

To improve our vocabulary, our teachers are using the Wordly **Wise** Vocabulary program for direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The activities, peer sharing, and differentiated instruction allow the flexibility to meet the needs of today's varying student population. Research-based activities provide multiple exposures to vocabulary words. Peer sharing allows students to apply and extend their learning.

Teachers will also continue to use Epic Online Library and Study Island to supplement their students' practice of skills in reading and math. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need.

To encourage students to read and go beyond their AR goals, our staff will continue to offer a new incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To improve behavior, our school is implementing Pearson Review360. Review360 allows general education teachers to screen for behavior issues before they become a problem in the classroom. It provides consistent intervention measures, resulting in increased academic success in any classroom setting.

To help us reduce the percentage of students scoring novice in **math**, the MIT team is meeting regularly and sharing strategies from their training with their grade level peers. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Exact Path and Study Island lessons to target areas of need. The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in those grades.

We will continue to use Number Talks. This program includes 180 days of number talk lessons that are specifically designed for each grade level to engage the students in mathematical discourse. This resource contains 390 number talk slides/pages and 30 different number talk activity types based on the Common Core Standards. Each unit addresses different standards and gets progressively more challenging as students develop their mathematical skills.

Teachers will continue to implement Go Math along with Envision Math and Touch Math programs for special education instruction. Furthermore, our teachers are participating in the

Math Design Collaborative (MDC). It's a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. In addition, we have now included the Crazy 8s math program in our STC after school program to further improve our math.

The IOWA Achievement Test was not given the last two school years because of the Covid-19 pandemic. Therefore, our scores were compared to the 2019 pre-pandemic assessment goals for IOWA math and ELA. Our goal is to close the achievement gap and continue to strive for our previously set goals.   Kindergarten decreased in grade equivalent of -0.3 in ELA, and -0.2 Core Composite from 2019. 2nd grade decreased in grade equivalent of -0.5 ELA, –0.6 Math, and -0.4 Complete Composite from 2019. Kindergarten decreased in grade equivalent of -0.3 in ELA from a high of 1.7 in 2019 to 1.4 in 2022. However, kindergarten is still 0.4 above grade level in ELA. All grades K-2 have scored above grade equivalent for the last 3 years.

On the Brigance K-Screen, students ready has decreased (-2.7) from Fall 2019 (43.8) to Fall 2021 (41.1). The combined total ready/ready with enrichments has decreased -9 from Fall 2019 (57.1) to 2021 (48.1).   Our school will continue to increase readiness by informing parents of the readiness standards by sending information periodically throughout the school year. Teachers will continue to focus on readiness skills in the classroom (alphabet, counting, sorting, personal information, body parts, math skills, conflict resolution, gross motor). We'll continue to partner with Save the Children to provide kindergarten readiness summer kits to all students.

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

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase reading and math KSA proficiency scores for elementary school students: Reading from 62% to 71% by 2025 and Math from 61% to 70% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the overall reading proficiency ratings for all students from 62% to 65% by 2023	Design and Deploy Strategies	**A.** Students will use Study Island, Exact Path, Reading Eggs, IXL, Vocabulary A-Z, Amira, and Wordly Wise to work on grade level content specific targeted areas based on MAP data.	IXL, MAP Reports	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		B. Students receive instruction in smaller ability level setting on specific reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		C. Morning/Afternoon tutoring-homework help – Students receive reading homework help 5 mornings a week for 30 min before school through our 21st century program. Students receive 1:1 assistance with reading homework. Students receive reading support & reinforcement through our 21st Century and Save the Children after school programs from 2:30-5:00 PM.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, 21st century & STC site coordinators	21st Century/Save the Children
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level reading instruction. This will allow an additional hour of reading ability level practice each week.	MAP, KSA, and summative assessment data	11/2022-5/2023 Teachers, Principal	No Funding Required
		E. Teachers will implement reading resources: KyCL Grant, Wordly Wise Vocab, Scholastic Magazine, Time Magazine, Vocabulary City, leveled readers, library books, ReadWorks to enhance reading and math instruction.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		F. To increase reading proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, IXL, Study Island, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Amira, Flipgrid, Go, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
Objective 2 Collaborate to increase the overall math proficiency ratings for all	Design and Deploy Strategies	**A.** Students will use Study Island, Reflex Math, IXL, Math Talks to work on grade level math content specific targeted areas based on MAP data.	IXL, MAP Reports	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		B. Students receive instruction in smaller ability level setting on specific math content for a specified amount of time each day. Teachers	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required

Goal 1: Increase reading and math KSA proficiency scores for elementary school students: Reading from 62% to 71% by 2025 and Math from 61% to 70% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students from 61% to 64% by 2023		collaborate to design instruction to meet intervention needs of students in each group.			
		C. Morning/Afternoon tutoring-homework help – Students receive math homework help 5 mornings a week for 30 min before school through our 21st century program. Students receive 1:1 assistance with math homework. Students receive math support & reinforcement through our 21st Century and Save the Children after school programs from 2:30-5:00 PM.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, 21st century & STC site coordinators	21st Century/Save the Children
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math instruction. This will allow an additional hour of math ability level practice each week.	MAP, KSA, and summative assessment data	11/2022-5/2023 Teachers, Principal	No Funding Required
		E. Teachers will implement math resources: Go Math/Think Central, touch math, manipulatives, math talks to enhance math instruction.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		F. To increase math proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, IXL, Study Island, Exact Path, Choice Boards, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required

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

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 63%; in social studies from 45% to 54% and in writing 41% to 50% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 57% by 2023. Increase the percentage of students scoring proficient/distinguished in social studies from 45% in 2022 to 48% by 2023. Increase the percentage of students scoring proficient/distinguished in writing from 41% in 2022 to 44% by 2023.	Design, Align and Deliver Support	**A.** Mystery Science resource purchased for 3rd - 6th grade to support and enhance student learning in science.	Formative/Summative Assessments and KSA data	8/2022-5/2023 Teachers, Principal	Instructional & PD Funds
		B. Science lab teacher will have intentional training and design intentional lessons to support science curriculum in grades 3-6. Lessons will enhance student learning in grades 3-6.	Monitoring of weekly science lessons and experiments and KSA data	8/2022-5/2023 Teachers, Principal	Instructional & PD Funds
		C. Science and social studies lessons taught with fidelity in grades 3-6. Teachers will implement social studies and science resources such as IXL and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science.	Formative and summative assessments, monitoring of weekly science and social studies lessons and experiments and KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional & PD Funds
		D. Teachers will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional Funds
		E. Utilize the District Curriculum Writing Instructional Coach throughout the year to work with fourth/fifth grade students and teachers to help increase writing scores. Utilize Title I Reading Teacher to collaborate with classroom teachers to provide additional specialized writing lessons in 4th and 5th grade classrooms	Writing scrimmage results, Writing KSA data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		F. Teachers will implement resources supplied by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency.	Writing scrimmage results, Writing KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		G. To increase proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook,	STAR, MAP, KPREP, and summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional & Technology Funds

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 63%; in social studies from 45% to 54% and in writing 41% to 50% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Study Island, IXL, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.			
		H. Simple Solutions Science implemented in grades 3–4.	Simple Solution Assessments, KSA	8/22-5/23 Teachers, Principal, Instructional Coach	Instructional
		I. Simple Solutions Social Studies implemented in 5th grade	Simple Solution Assessments, KSA	8/22-5/23 Teachers, Principal, Instructional Coach	Instructional

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the reading and math proficiency scores for all students in the economically disadvantaged group for Reading & Math from 75.1% to 78.1% by 2023 as measured by KSA.	Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra math, Vocabulary City and other math/reading computer applications and programs.	MAP, KSA, Benchmark data, summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional/ KyCL Grant
		B. Each day 3rd through 6th grade students will complete daily oral language practice. Students will also benefit from reinforcement of vocabulary and math content through 21st Century clubs Vast Vocab and Multiplication Club	MAP, KSA, Benchmark data, summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to Kentucky Academic standards. Teachers will also work during PLC time to analyze specific standards, discuss strategies used, and analyze student work and data pertaining to each of those standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		D. RTA, MIT, and Title I teachers will provide students with small group instruction to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP & KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Save the Children & 21st Century
		E. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, and Amira to enhance student learning.	Formative assessment data, MAP data, KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCl Grant
		F. To increase proficiency scores, teachers will implement instructional and technological strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, Spelling City, Choice Boards,	STAR, MAP, KSA, and summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, and Jamboard, Prodigy.			
		A. After desegregating KSA, MAP, STAR, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, IXL, Extra Math, Reflex Math, Spelling/Vocabulary City	Individualized progress reports from Study Island, IXL, and Reflex Math	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional & KyCL Grant
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create learning plans for students to ensure student growth throughout the year. Plans are revisited to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		C. Working collaboratively teachers, counselors, and FRC will address barriers that homeless/foster children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports Requests for Assistance	8/2022-5/2023 Teachers, Principal, FRC, counselors	McKinney-Veto Grant/FRC

4: English Learner Progress

Goal 4   Increase 1.5 levels in speaking on the ACCESS test by January 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing Level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment.	ELL students will receive instruction through sheltered immersion.	**A.** Providing the background and context students need to understand grade-level content	Annual ACCESS for ELLs test scores	Student's Program Service Plan will be monitored according to WIDA standards in conjunction with the KAS standards by the classroom teacher.	No Funding
		B. Conversation modeling	Annual ACCESS for ELLs test scores	Report Cards	No Funding
		C. Modeling oral presentations	Annual ACCESS for ELLs test scores	Classroom Grades	No Funding
		D. Class discussion opportunities	Annual ACCESS for ELLs test scores	Formative assessment	No Funding
		E. Practice oral presentations multiple times, and giving and receiving feedback	Annual ACCESS for ELLs test scores	Formative assessment	No Funding

5: Quality of School Climate and Safety

Goal 5   For the 2023-24 school year our goal is to continue to score in the category of Very High (82-100) on the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure students feel safe while they are at school.	Establishing Learning Culture and Environment	**A.** Practice safety drills monthly	Quality of School Climate and Safety Survey Results	Monthly Drill Log	No Funding Required
		B. Posted hot lines	Safety Marshall risk assessment results	Observations/walkthroughs	No Funding Required
	Establishing Learning Culture and Environment	**C.** Review emergency plans with students and staff	Safety Marshall risk assessment results	Sign in sheet for reviews	No Funding Required
		D. Inform students of safety protocols frequently. Allocate time for students to ask questions about safety procedures	Quality of School Climate and Safety Survey Results	Observations/walkthroughs	No Funding Required
		E. Keep risk assessment up to date	Safety Marshall risk assessment results	Yearly review from State Safety Marshall	No Funding Required
Objective 2 Ensure students feel like they are a part of the school, and someone cares about them.	Establishing Learning Culture and Environment - Provide opportunities for students and staff to connect.	**A.** Greet students by name each morning	Quality of School Climate and Safety Survey Results	Observations/walkthroughs	No Funding Required
		B. Provide opportunities to join clubs, teams, and after school activities	Quality of School Climate and Safety Survey Results	Periodically recognize students' accomplishment or participation on intercom and school Facebook page.	No Funding Required
	Establishing Learning Culture - Provide after school programs to meet social needs of students.	**C.** Counselor provides Bucket Filler Club after school	Quality of School Climate and Safety Survey Results	Weekly Attendance	No Funding Required
		D. Counselors available when needed	Quality of School Climate and Safety Survey Results	Observations/walkthroughs; schedules; log of students	No Funding Required
		E. Activity- Who cares about me at school?	Quality of School Climate and Safety Survey Results	Posting results of activity.	No Funding Required

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:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

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:

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:

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.

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 "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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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 "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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

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