

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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County North Elementary School Larry Brown 6670 Hwy 26 Rockholds, Kentucky, 40759 United States of America

Diagnostics

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 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. 2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Phase One: Continuous Improvement Diagnostic for

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# 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?

Whitley County North Elementary was built in 1993 and consolidated two existing elementary schools—Woodbine Elementary and Rockholds Elementary. It is located in Whitley County, Kentucky on Highway 26, between the towns of Williamsburg and Corbin and serves the communities of Woodbine and Rockholds. The building housing Whitley County North Elementary is an attractive 55,243 square foot facility with spacious classrooms, all outfitted with ViewSonic technology. A soccer field, football field, baseball diamond, two playgrounds, and an outdoor classroom surround an inviting campus which provides the community with many opportunities for educational and recreational experiences. The facility was updated with a new geothermal HVAC system, LED lighting, and camera/security system during the summer of 2022. Whitley County has a population of 36.939--96.9% of whom are white, 1% African American, 1.6% Hispanic, and 1.3% two or more races. The median household income is \$39,258 with 21.7% of the population living below the poverty level; the median household income for the state of Kentucky is \$52,238 with 14.9% at the poverty level. The demographics of our students are similar to those of the county with 92.1% of our students being white, 1.6% African American, 2.9% Hispanic, and 2.6% two or more races. 90.6% of our students are eligible for free or reduced lunch, as compared to 80.7% of the students in the Whitley County School District and 60.5% of the students in the state of Kentucky. Whitley County North Elementary serves about 278 students in Preschool through 6th Grade. We have two preschool classrooms, two Kindergartens, two 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, one 5th grade classroom, and two 6th grade classrooms. While we have a lower average number of students identified as Gifted/ Talented (WCNE 2.8%) than the district average (11.8%) and the state average (13%), we have a higher than average number of students qualifying for Special Education (34.5%) as compared to the district average of 25.6% and the state average of 15.7%. We also have a higher number of students who are homeless (9.4% vs. 6.3% (District) and 2.6% (State). One of our greatest challenges presently is our disappointing Kindergarten Readiness scores. Each year, incoming Kindergartners are assessed to determine whether they are ready to engage in educational processes and learn new skills. The state average in Kentucky is 40.5%, and the average in Whitley County is 43.2%. Our students are significantly behind when they enter Kindergarten with only 35.1% of our students deemed "ready". Our Kindergarten Readiness score had dropped steadily every year over the past several years despite new programs implemented to provide a variety of Preschool services; however, our Total Readiness score is up from the previous year's score of 29.7%, so we are excited to finally see some improvement.

The instructional staff of Whitley County North Elementary, which consists of twenty-eight certified employees, is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. 92.8% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 14.1 years. They attend a wide variety of professional development offerings provided at the school, as well as through the Whitley County Board of Education. In addition to thirteen homeroom teachers, we have six special education teachers, one Read to Achieve teacher, one Save the Children reading specialist for Grades K-6, one Save the Children math specialist for Grades K-6, one Save the Children early childhood interventionist, one math interventionist for Kindergarten through 3rd Grade, one Title 1 math interventionist for 3rd through 6th Grades, and a Speech/Language pathologist, all of whom collaborate to meet the needs of every student. We have a Visual Performing Arts Teacher, a Librarian/Media Specialist, and a Physical Education/Practical Living teacher, and each is certified in their area of instruction and collaborate with their peers to incorporate visual arts, music, theater, literature, technology, dance/movement, physical education, and practical living into our curriculum. The classified staff consists of five instructional assistants, three custodians, a secretary, and an attendance clerk. In addition, our students are served by ten bus drivers and bus aides as well as four cafeteria staff. We have one full-time certified Family Resource Center coordinator who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great-grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides two full-time counselors for on-site services during the school day, after school, and during the summer. We have a partnership with Family Healthcare Associates who provides an itinerant nurse, as well as diagnosis, treatment, and education via tele-med technology. We offer a variety of specialized programs to meet the needs of all our students. Students enjoy a nurturing atmosphere at Whitley County North Elementary.

Our 21st Century after-school and summer programs provide opportunities to explore cultural and educational interests in addition to remediation, tutoring, and physical activity. We currently provide after-school reading and math services for students who qualify as at-risk in those areas through our Save the Children program. To address the needs of exceptional students, Gifted and Talented Education programs are implemented, as well as Special Education programs. An emphasis is placed on providing college and career readiness skills and incorporating technology in all aspects of the curriculum to provide students the skills they will need to be successful citizens. With a 10:1 student to teacher ratio, we work diligently to provide a rich and differentiated instructional program for all students. The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing independent work and mastering new skills. We have added interactive digital instruction to extend practice in math, reading, language, science, and social studies skills for students to use at school and at home. Each year, we have replaced aging technology hardware, such as Smart Boards and outdated computers with new desktop computers, ViewSonic interactive boards, document cameras and Chromebooks. We have now exceeded our goal of 1:1 classrooms. Presently, our student to computer ratio is 1:1.3. Our ultimate goal is to eliminate all barriers to learning for all our students.

# 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.

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic circumstance, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme "All children achieving at high levels in a caring and supportive environment". We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our curriculum is rigorous and purposefully aligned with Kentucky Academic standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. We also incorporate essential workplace ethics into our curriculum and instruction. From kindergarten to 6th grade, students at WCNE have an opportunity to develop and receive recognition for their work ethic. Our program allows students to learn attributes and develop habits that will further prepare our students for education after high school and/or successful transitions to work. All students will receive essential workplace ethics instruction including, but not limited to, the following skills: adaptability, diligence, initiative, knowledge, reliability, remaining drug-free, and working well with others. Our goals for our Essential Workplace Ethics program include reducing the achievement gap by motivating students to have better grades, attendance, and behaviors; preparing students for school to work transition; instilling a strong work ethic and confidence to succeed in our students; preparing students for successful transitions in the post-secondary environment; reducing the dropout rate; and increasing the graduation rate. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and technology competencies. In addition to the

exemplary education provided by whole class instructional models, students at Whitley County North Elementary receive individualized educational opportunities through a variety of programs. Early intervention in the areas of reading and math are provided by a math intervention teacher and an RTA (Read to Achieve) teacher using Reading Recovery and Comprehensive Intervention Model in small group and one-on-one instruction. Save the Children Reading interventionist, her assistant, and volunteers provide small group and individualized reading instruction to students in Kindergarten through 6th Grade, while a STC Early Childhood interventionist provides reading services for families and children ages birth to 3 year old. Our Save the Children programs provide after-school services as well as a summer program to provide remediation and enrichment activities for all students who qualify as at-risk in the area of reading. A Save the Children math interventionist provides small group services to students in Grades K-6 in math, while a Title 1 math interventionist provides whole group collaboration, small group instruction, and one-on-one MTSS for 3rd through 6th grade students struggling in math. These programs and interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math and to provide support for students who may feel overwhelmed by seemingly unreachable goals.We feel that family involvement in the educational process is critical. For that reason, we encourage participation in all-inclusive events such as Family Math Night, Family Reading Night, Open House, and Parent-Teacher nights. At least once each month, we host a family night to encourage interaction between families and staff. Incentives, such as healthy snacks, fun activities, free school supplies, and informative seminars are offered to maximize family participation. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our program. Parent-Teacher Connection, our parent-teacher organization, is a driving force in our school, communicating our care for our students and their families through many outreach services and programs to celebrate student achievement. Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are encouraged to participate in extracurricular activities such as Academic Academy, sports programs, such as soccer, football, cheerleading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, Girl Scouts, and 4-H. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

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.

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extracurricular activities, and sports. Every year we strive to improve student performance, and, despite declining enrollment

and other obstacles, we are achieving many of our goals. While it is impossible to determine whether we would have reached all our goals had our progress not been impeded by the pandemic, we can see from the assessment results from 2020-2021 that there are some positive glimmers. For example, our 4th grade students are outperforming their peers in the area of reading with 47.7% scoring at the Proficient/Distinguished level, whereas the district average was 44.3% and the state average was 43%. Our 4th grade also had fewer students scoring at the Novice level than both the state and the district (North: 22.7% vs. District: 28.7% vs. State 28.1%). Also, 4th Grade science scores are promising as fewer students scored at the Novice level than both the district and the state (North: 14% vs. District: 15.7% vs. State: 17%), and more students scored at the Proficient/Distinguished level than the state (North: 28% vs. State: 25.1%). Finally, our Students with Disabilities and Economically Disadvantaged Students are continuing to show achievement that is comparable to the achievement of students without those barriers. In reading, 31.7% of Students with Disabilities scored at the P/D level as compared to 31.6% of all students; in math, 5.2% of Students with Disabilities scored at the P/D level as compared to 8.6% of all students. Comparing Economically Disadvantaged Students to all students, in reading, 30.5% scored at the P/D level as compared to 31.6% of all students; in math, 8.8% scored at the P/D level as compared to 8.6% of all students. For students in Kindergarten through 2nd Grade, the nationally normed year-end assessment given was the IOWA assessment taken in the Spring of 2019. According to those results, Kindergarten students scored at the 95th percentile in Reading and the 84th percentile in Math; 1st grade students scored at the 64th percentile in Reading and the 69th percentile in Math; and 2nd grade students scored at the 81st percentile in Reading and the 80th percentile in Math. The most recent IOWA assessment, which was administered in the Spring of 2022, had the following results: Kindergarten Reading: 94th%ile and Math: 72nd %ile; 1st grade Reading: 51st %ile and Math: 66th %ile; and 2nd Grade Reading: 58th %ile and Math: 62nd %ile. While those scores indicate a slight drop in proficiency across the board, after two years of interrupted instruction, a drop was unavoidable, and we feel that the learning gaps created by remote learning situations during the 2019-2020 and 2020-2021 school years are not insurmountable, and closing those gaps is a primary objective.

While we are very proud of our school for our overall continuity of progress toward proficiency as well as our dedication to ensuring high expectations for all students, we do have some areas of concern. First of all, we had fewer students scoring at the Proficient/Distinguished levels in all subject areas on the 2020-2021 KPrep assessment. After several years of an upward trend, Math P/D scores decreased by 1.3%, Social Studies P/D decreased by 6.2%, and Writing P/D decreased by 2.6% in 2018-2019. While the overall percentage of students scoring Novice in Math was down in 2018-2019, the overall percentage of students scoring at the Proficient/ Distinguished level was also down. We have no actual data for the 2019-2020 school year, but the data for the 2020-2021 school year is alarming. In Reading, our school went from 71% of students scoring at the P/D level to only 30.5%; in Math, we went from 64.5% of students scoring at the P/D level to only 8.8%. We did not have sufficient data to compare the Writing, Social Studies, and Science scores for the whole school to past years; however, we have looked at individual student scores and found that there are significantly fewer students scoring at the P/D level in all subject areas. We understand that scores across the state are drastically lower for

all students, but we are still concerned and began implementing remediation strategies as soon as students returned to in-person instruction. Overall reading and math growth is always a focus, and this year even more attention will be paid to moving all students back toward Proficient/Distinguished levels. Writing, Science, and Social Studies will also be focal points due to the generalized drop in students' skill levels and knowledge base, as recognized by classroom teachers and evidenced by student performance on all assessment measures. Our plan over the next three years is to regain the momentum we had prior to the pandemic and increase the percentage of students scoring at the Proficient/Distinguished levels to at least those numbers. As we have been successful in the past through careful analysis and targeting of individual student needs with the use of differentiation in Reading and Math, we will return to that model with the addition of supplemental digital resources. With students continuing to miss more in-person instruction than in previous years, we now have a remote learning component built into our program, and teachers, students, and parents are continuing to be trained to use this resource effectively and efficiently. To get students back on track in the area of writing, we are planning more collaboration time with District Instructional Coaches, continuing to use a supplemental writing curriculum (Ready Writing) for Kindergarten through 6th Grade, and putting a greater emphasis on writing mechanics and on-demand writing in all grades. Teachers will continue to work together across grade levels and content areas during PLC Meetings to analyze student writing products in order to plan writing instruction and address needs for differentiation. In Science, our teachers are working across grade levels to ensure that all NGSS content is being taught and that students are being assessed in a manner similar to the format of the KSA assessment. Also, District Instructional Coaches will continue to be invited to collaborate with teachers to plan instructional activities designed to address areas of weakness. Teachers will continue to use supplemental programs such as Mystery Science, Generation Genius, Study Island, BrainPOP, Flocabulary, and Science Daily to promote scientific inquiry in addition to the Into Science resources recently adopted by our district. We have also added Science, as well as Social Studies, to our IXL subscription to give teachers more resources for differentiation, remediation, and enrichment in the area of those subjects. Teachers are collaborating to plan Social Studies lessons aligned with the new standards and to find resources to effectively teach those standards with a high degree of fidelity. While there isn't an obvious gap in achievement between males and females at this time, one has existed in the past in writing and math. Therefore, teachers at all grade levels will make a conscious effort to utilize writing topics with high interest levels for both males and females. Furthermore, we have scheduled collaboration time with a district instructional coach in planning small focus groups to meet the instructional needs of all ability levels and genders in grades 3rd-6th. Finally, teachers will continue to use data analysis during PLCs and other common planning times to evaluate individual and group performance on formative and summative measures of reading, math, language/writing, social studies, and science proficiency and will adjust instruction to meet student needs accordingly. Student groups--including genders, students with disabilities, and economically disadvantaged students--will be analyzed to ensure no achievement gaps are beginning to form. We see that the plans for improvement that we implemented in the past few years have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching

efficacy in all content areas. We will concentrate on maximizing instructional time and providing MTSS to students who do not show progress.

In addition to an outstanding academic program, Whitley North has always had competitive sports and extra-curricular programs which include our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and an academic team. We typically place in district tournaments each year. Our academic team has been regular season quick recall champs, tournament quick recall champs, and overall tournament champs many of the past several years and continued the tradition of being in the winners' circle with a second place spot for regular season play and tournament competition during the last season. In the last academic tournament, we had individual students win in the written assessment component of the academic tournament in the areas of Math, Language Arts, Social Studies, and Arts & Humanities. Also, we had students who participate in district archery events who are selected to compete in state and national archery competitions through the 3-D Archery program. Finally, students in grades 4-6 have always participated in a variety of 4-H activities, and several win ribbons at the district level and go on to represent our school at the state level each year. This year we hope to continue this tradition of healthy competition and striving to be our best in all areas.

Finally, our staff has made real strides in adding to their teaching repertoire. In order to serve students remotely, all teachers had to become proficient in managing a Google classroom, evaluating and using new digital content, teaching in an on-line platform, and designing and planning content in new ways. With student attendance continuing to be impacted by longer than usual periods of absence due to Covid-19, teachers have adapted their instructional methods to provide more ways to provide students with instruction when they are absent. Whitley North is continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth, and we are going to regain our steady growth in all content areas. After a two-year absence, we have now been able to reinstitute our 21st Century programs which we know will help bring back our steady march toward greater proficiency in all areas. Although we have had a setback, we will overcome the barriers we face and will continue to push forward, setting even higher goals to be reached for our academic, extracurricular, and athletic programs.

### 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.

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N/A

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# **Attachment Summary**

Attachment Name

Description

Associated Item(s)



# 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. August 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

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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.

Following the release of the Kentucky Summative Assessment and School Report Card, we employ the use of a disaggregation template to assist with organizing KSA data for Grades 3-6, IOWA results for Kindergarten-2nd Grade. Each grade level team completes the first round of data analysis during weekly PLC meetings and presents their findings to all staff. All certified staff members are required to participate in data disaggregation sessions. District level staff, classified staff, and current S.B.D.M. members are notified and invited to attend as well. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process, but includes additional analysis and comparisons to in-house universal screeners/assessments such as the following:

MAP Assessments, STAR Reading and STAR Math, Brigance data, grade level common assessments, and other pieces of relevant data. This data is shared with the S.B.D.M. Council during a meeting with the complete analysis on file. The council

gives their input on the school's plan of action and areas identified as a focus of improvement, with continued close monitoring of areas of concern. This continued monitoring occurs monthly during PLC meetings, which are documented in PLC minutes and reported to the principal, who keeps the S.B.D.M. Council updated. PLC minutes are stored on the WCNE Google Classroom and Shared Drive, and S.B.D.M. minutes are recorded and maintained by the school secretary.

### **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?

Goal 1, Objective 1: Increase Proficiency in Reading for all students from 31.6% to 48.3%--We exceeded our goal with 52.9% of students scoring Proficient or Distinguished in Reading. We will continue to use the strategies that are making it possible to meet our goal and will increase the goal we set for our 2023-2024 proficiency.

Goal 1, Objective 2: Increase Proficiency in Math for all students from 8.6% to 22%--We exceeded our goal with 40.5% of students scoring Proficient or Distinguished in Math. We will continue to use the strategies that are making it possible to meet our goal and increase the goal we set for our 2023-2024 proficiency.

Goal 2, Objective 1: Increase the percentage of all students scoring at the Proficient/Distinguished level from 27.9% to 34% in Science and from 58.9% to 61% in Social Studies--We exceeded our goal in Science with 48 % of students scoring at the Proficient or Distinguished level; however, we fell short of meeting our goal in Social Studies with only 48% of students scoring at the Proficient or Distinguished level. For Science, we will continue to use the strategies that are making it possible to meet our goal and will increase the goal we set for our 2023-2024 proficiency. For Social Studies, we will reexamine the strategies employed, devise new and improved strategies, and we will set a new goal.

Goal 2, Objective 2: Increase the percentage of all students scoring at the Proficient/ Distinguished level in Writing from 19% to 29%--We exceeded our goal in Writing with 36% of students achieving a score of Proficient or Distinguished, so we will continue to employ the strategies we have been implementing.

Goal 3, Objective 1: Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 31.7% to 48.3% and of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 30.5% to 48.3% in Reading. With 54% of students with Disabilities scoring at the Proficient or Distinguished level, we exceeded our goal, and with 50% of Economically Disadvantaged students scoring at the P/D level, we also exceeded that goal. We will continue to follow the strategies that are working for us, as well as use 21st Century programs to provide remediation and support for students with disabilities and students identified as Economically Disadvantaged.

Goal 3, Objective 2: Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 5.2% to 22% and of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 8.8% to 22% in Math. We exceeded both of these goals, with 40% of students with disabilities and 42% of students identified as economically disadvantaged scoring at the Proficient or Distinguished level. We will continue to employ the strategies used as they have been proven effective.

Goal 4, Objective 1: Increase the percentage of students showing growth by 2% in Reading--Growth scores were not reported from the KSA for the 2021-2022 assessment.

Goal 4, Objective 2: Increase the percentage of students showing growth by 2% in Math--Growth scores were not reported from the KSA for the 2021-2022 assessment.

### 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.

Although student achievement in the area of Social Studies is similar to that of the district and better than overall state achievement (North P/D: 47%; District P/D: 46%; and State P/D: 37%), it is a concern as it has declined over the last few years and was the only subject area for which we did not met the goal we set. 76.9% of students scored at the Proficient or Distinguished level on the 2017-2018 assessment, 63.6% in 2018-2019, 65.9% (projected scores) in 2019-2020, and down to 47% on the 2021-2022 KSA. With new academic standards and interrupted instruction due to remote learning, covering instructional gaps in the area of Social Studies is a definite concern and an area we plan to improve. Math achievement is also a concern. While we surpassed our goal for the 2021-2022 assessment, the 2020-2021 Math scores for our school were disappointing when compared to district and state scores. We had a greater percentage of students scoring at the Novice level (North--41.9%, District--34.4%, State 30.4%), and we had a lower percentage of students scoring at the Proficient/Distinguished level (North--8.6%, District 23.3%, State 31.4%). For the 2021-2022 KSA, our students performed at higher levels than the state average but not as well as the district (North P/D-40%; District P/D-52%; State P/D-38%), and we continued to have a higher percentage of students scoring at the Novice level than the District (North 24%; District 17%; State 32%). Especially concerning was assessment data for 6th Grade Math--41.6% of students scored at the Novice level, while only 29% scored Proficient or Distinguished.

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Reading scores on the 2020-2021 assessment were also disappointing when compared to district and state achievement. We again had a greater number of students scoring at the Novice level (North--40.6%, District 34%, State 34.8%) and a lower percentage of students scoring at the P/D level (North--31.6%, District--40.5%, and State--39.5%). The 2021-2022 KSA assessment shows that our reading performance continues to lag behind District achievement but is better than State achievement (North P/D–52%; District P/D–57%; State P/D–45%).

Looking at data for Kindergarten through 2nd Grade, we are currently using our universal screener MAP to examine trends, as last year was the first year in three years the IOWA assessment was given. MAP shows a decrease in the average RIT score in both Reading and Math for Kindergarten and 2nd Grades between the Winter 2018-2019 assessment and the Winter 2019-2020 assessment. Kindergarten Math RIT was 2.6 points lower while Reading RIT was 3.5 points lower, and 2nd Grade Math RIT was 4.5 points lower while Reading RIT was 5.9 points lower. First grade MAP assessment results showed an increase, however, with Math RIT scores increasing from 168.2 to 171.5 and Reading RIT scores increasing from 166.3 to 169.2. The Winter 2021-2022 assessment demonstrated an overall increase in student achievement with the exception of 1st Grade Reading. Comparing the Winter 20-21 data to the Winter 21-22 data, students in Kindergarten scoring at the 61st percentile or higher in Reading increased from 29% to 30%, 1st Grade dropped from 28% to 20%, and 2nd Grade increased from 38% to 46%. Looking at the Math scores for the Winter 20-21 assessment and the Winter 21-22 assessment, students in Kindergarten scoring at the 61st percentile or higher increased from 25% to 52%, 1st Grade increased from 19% to 36%, and 2nd Grade increased from 27% to 34%. Although these proficiency rates are lower than we would like, the scores demonstrate that our student achievement is improving.

Another trend that we have observed is the Kindergarten readiness rate of our school as compared to the district and state. While the percentage of students deemed "ready" increased last year (from 30.2% (2018) to 26.3% (2019) to 24.4% (2020) to 35.1% (2021), our score remained significantly below that of the district and state. This year's Kindergarten readiness score of "total percent ready" has fallen back down to 25%, and, as has been the trend, is well below the district average of 40% and the state average of 44%.

# 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%.

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### 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.

According to the 2021-2022 KSA scores, 52% of all students in 3rd Grade - 6th Grade at Whitley North (as compared to 54% of students with disabilities and 50% of economically disadvantaged students) scored a Proficient or Distinguished in Reading. 40% of all students (as compared to 42% of students with disabilities and 40% of economically disadvantaged students) scored a Proficient or Distinguished in Math. 48% of 4th Graders scored Proficient or Distinguished in Science--an increase of 20% from last year--while only 4% scored Novice in Science--a decrease of 10%. 47% of 5th Graders scored Proficient or Distinguished in Social Studies, while 21% scored at the Novice level. In Combined Writing, 36% of students scored Proficient or Distinguished, while only 9% scored Novice.

According to Winter 21-22 MAP data, 30% of Kindergarten, 20% of 1st Grade students, and 46% of 2nd Grade students scored at the 61st percentile or higher in Reading. In Math, the Winter 21-22 MAP assessment shows 52% of Kindergarten students, 36% of 1st Grade students, and 34% of 2nd Grade students scored at the 61st percentile or higher. On the IOWA Reading assessment, Kindergarten NPR was 98, 1st Grade NPR was 53, and 2nd Grade NPR was 64. On the ELA section, Kindergarten NPR was 84, 1st Grade NPR was 58, and 2nd Grade NPR was 55. In Math, Kindergarten NPR was 86, 1st Grade NPR was 77, and 2nd Grade NPR was 72.

In reviewing non-academic indicators, the School Report Card indicates that 92.8% of our teachers have either a Master's Degree or Rank I, which is 15.5% higher than the state average. Also, the average number of years of experience among our teachers is 14.1 years, as compared to the district average of 13.8 years and the state average of 12.1 years. Our student teacher ratio of 10:1 is lower than the district ratio of 15:1 and the state ratio of 16:1. Based on Impact Kentucky results, 73% of teachers at Whitley North feel that school leadership trusts them to teach in a way that they think is best as compared to 70% of teachers in the district and 66% of teachers in the state. Average daily attendance and chronic absenteeism were not reported this year. Looking at the Quality of School Climate and Safety Survey, 99% of students either agree or strongly agree that their school is a caring place, 100% feel that their teachers care about their physical safety, and 97% say their teachers always expect them to do their best.

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.

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**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.

Student performance in the area of math is the greatest concern due to the low percentage of students scoring at the Proficient/Distinguished level--40% of our students compared to 52% of students districtwide and 38% of students statewide. Student achievement in math was not significantly different between all students (40% P/D), students with disabilities (42%), and economically disadvantaged students (40%). Students scoring at the Novice level in math was higher than the district average but lower than state average --North 24% vs. District 17% vs. State 32%. Students with disabilities at North (25%) scoring at the Novice level was lower than those statewide (50%) but was higher than students with disabilities scoring at the Novice level districtwide (12%). Math performance in 6th Grade was the most concerning with only 28% of students in that grade scoring at the P/D level as compared to 40% of all students.

Student achievement in the area of reading is also concerning as only 52% of all students scored at the Proficient/Distinguished level, which is below the district average of 57% and above the state average of 45%, while the number of students scoring at the Novice level (16%) is lower than both the district average (17%) and the state average (28%). Student achievement in reading was not significantly different between all students 52% P/D, students with disabilities (54%), and economically disadvantaged students (50%). Students with disabilities at North (15%) scoring at the Novice level was lower than those statewide (45%) but was higher than students with disabilities scoring at the Novice level districtwide (11%). Another area of concern is student achievement in Social Studies. 21% of students in 5th Grade scored at the Novice level, while only 47% scored at the Proficient/ Distinguished.

# 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.

Based on the 21-22 KSA assessment, our 4th grade students are outperforming their 3rd-6th Grade peers in both reading and math. With 70% of 4th Grade students (vs. 52% of all students) scoring at the P/D level in reading and 51.8% of 4th Grade students (vs. 40% of all students) scoring at the P/D level in Math. Also, 4th Grade science scores are promising as only 3.7% of students scored at the Novice level (vs. 10% of District Students and 16% of State Students), and 48% scored a Proficient or Distinguished (vs. 46% of District Students and 29% of State Students).Our Students with Disabilities and Economically Disadvantaged Students

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are continuing to show achievement that is comparable to the achievement of students without those barriers. In reading, 54% of Students with Disabilities scored at the P/D level as compared to 52% of all students; in math, 42% of Students with Disabilities scored at the P/D level as compared to 40% of all students. Comparing Economically Disadvantaged Students to all students, in reading, 52% scored at the P/D level just as 52% of all students; in math, 40% scored at the P/D level just as 40% of all students. Based on this data, the instructional strategies used by our 4th Grade staff need to be shared with other staff members as those methods seem to be bringing about positive results. Also, the cooperation between regular education teachers and resource teachers is clearly a strategy that we will be continuing, as students with disabilities are clearly performing well as compared to their peers. Using MAP Winter 21-22 and Winter 20-21 Scores, the improvement shown by our 2nd Grade students in both Reading and Math shows a strength in their instructional strategies. Students scoring at the 61st percentile or higher increased by 18% in Reading and 7% in Math. Kindergarten and 1st Grade Math are also promising, as students scoring at the 61st percentile or higher increased by 27% in Kindergarten and by 17% in 1st Grade.

Evaluate the Teaching and Learning Environment

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

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

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

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

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To address the continuing unsatisfactory performance of students in Math and Reading: More emphasis will be placed on the review, analysis, and application of student data. Teachers will plan formative and interim assessment measures to assess student learning at intervals which allow for more responsive adjustment of instruction. Teachers will ensure that summative assessments are valid, reliable, and offer a variety of formats designed to accommodate all learning modalities. Teachers at each grade level will work together to design measures of assessment which are rigorous and aligned to the standards. Expectations for achievement will be high for all students. Measures of assessment will be evaluated for validity and reliability, ensuring tests are not too difficult or too easy, and that test items and formats are conducive to accurately measuring student learning. Teachers will meet weekly in PLCs to analyze student data from classroom assessments—such as chapter tests or standards practice tests; common assessments—such as unit and benchmark exams; and standardized assessments —such as MAP, STAR, and KSA. Data will be examined to identify individual student strengths and weaknesses, as well as gaps in instruction. Teachers will work together in grade level groups along with resource teachers to plan instructional strategies to address individual and group needs, formulate plans for MTSS implementation, and discuss progress monitoring results. Teachers will keep a data notebook to keep track of student progress. Intervention plans will be included for at-risk students and will be shared with students, parents, and other stakeholders. Students will complete self evaluation activities and assist in maintaining data tracking measures to ensure their awareness of, participation in, and ownership of individual goals and outcomes. Teachers will pay particular attention to gaps in performance between specific groups, such as between males and females, students with special needs and all students, etc., and they will work together to plan instructional strategies designed to eliminate any gaps they find. Teachers in all grade levels will supplement instruction in all areas with digital resources, such as IXL, Study Island, Prodigy, Xtra Math, Flocabulary, and Illustrative Mathematics in math; Newsela, Myon, Read Theory, IXL, HMH, EdPuzzle, and Study Island in Reading; HMH Into Science, 180 Days of Science, Study Island, Generation Genius, and Mystery Science in Science, etc. For Social Studies, teachers will supplement instruction using HMH Into Social Studies, 180 Days of Social Studies, IXL, Study Island, etc. Programs such as EdPuzzle, TeacherMade, BrainPop and BrainPop, Jr., and Flocabulary will also be used to supplement instruction across content areas. Supplementation of instruction with digital content will enhance differentiation of instruction as well as increase student engagement. District coaches, school instructional leaders, and peer teachers will be utilized to team teach with teachers in order to model and share different instructional strategies and to collaborate with teachers in identifying student strengths and weaknesses. In addition to the strategies listed above, some additional strategies will be utilized to address the uniqueness of situations arising due to remote learning during periods of non-traditional instruction. As this is an on-going discovery process, additional strategies will be added as needed. First of all, teachers will continue to participate in professional development sessions designed specifically for virtual learning topics and for the plethora of digital resources being used to support, enhance, and differentiate remote instruction. Teachers will work together in grade level teams, across grade level teams, and across curriculum teams, as well as with teams from other schools in the district to problem solve and share resources and strategies determined to be effective. Teachers will meet weekly in PLC groups to address issues that arise

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during remote instruction, to analyze student needs and performance, and to plan instruction. Also, funds will be made available from instructional monies to purchase additional digital subscriptions to address student instructional needs. Resource teachers and interventionists will collaborate with teachers to provide support for remote learning, and referrals will be made for at-risk students when interventions (MTSS) fail to produce results. Finally, referrals to the DPP will be made for students falling in the chronic absenteeism category, as there is a direct correlation between excessive absenteeism and poor academic performance.

# **ATTACHMENTS**

# **Attachment Name**

School Key Elements

Whitley County North Elementary School

# **Attachment Summary**

Attachment Name	Description	Associated Item(s)
PDF School Key Elements	PDF file	• 7

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> 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 minutes, grade level meetings, vertical/horizontal alignment, GRREC Literacy, Kentucky Comprehensive Literacy (KyCL), Go Math Series, HMH Reading Series, MAP, STAR, KSA, formative/summative assessment, MyOn, Flocabulary, Generation Genius, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City, HMH Into Science, 180 Days of Science, HMH Into Social Studies, 180 Days of Social Studies, Teacher Created Materials, 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, KSA data, Writing scrimmage, STAR, MAP, PLC minutes, lesson plans, individual learning plans, RTA, MIT, & Title I data, individualized progress reports from Study Island, and IXL, MyOn, Flocabulary, Generation Genius, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City, HMH Into Science, 180 Days of Science, HMH Into Social Studies, Teacher Created Materials, 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 minutes, 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, IXL
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PLC minutes, STAR, MAP, IOWA, KSA, formative/summative assessment data, Individualized progress reports from Study Island, IXL, Lesson plans, student learning plans, grade level common assessments, MTSS, 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?	MTSS, AimsWeb, Progress monitoring, PBIS, formative/summative assessment, AR, MAP, STAR, KSA, PLC minutes, SBDM meetings, CSIP/CDIP, MIT, Title I Math Intervention, Reading Recovery, STC, 21 <sup>st</sup> Century, 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?	classroom management system, PBIS, open house, parent teacher conferences, 21st century activities, Gifted and Talented programming, STC groups and activities, MTSS, Review 360, counseling program, FRC services and support groups, Read with the Principal program



# 2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Whitley County North Elementary School Larry Brown 6670 Hwy 26 Rockholds, Kentucky, 40759 United States of America

Diagnostics

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Whitley County North Elementary School

# 2022-23 Phase Two: School Assurances Introduction

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

Federal Programs

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

• Yes • No • N/A <u>COMMENTS</u>

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

# • Yes • No • N/A COMMENTS

Title | 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

0 N0 0 N/A <u>COMMENTS</u>

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

• Yes • No • N/A <u>COMMENTS</u>

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

• Yes • No • N/A COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan 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 • No • N/A <u>COMMENTS</u>

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

### program-

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

• Yes • No • N/A <u>COMMENTS</u>

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

• Yes • No • N/A COMMENTS

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

• Yes • No • N/A <u>COMMENTS</u>

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 <u>COMMENTS</u>

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 <u>COMMENTS</u>

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 <u>COMMENTS</u>

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

• Yes • No • N/A <u>COMMENTS</u>

Title I Schoolwide Programs

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

• Yes • No • N/A COMMENTS

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

• Yes • No • N/A <u>COMMENTS</u>

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 N/A

# COMMENTS

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

• Yes • No • N/A <u>COMMENTS</u>

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

• Yes • No • N/A <u>COMMENTS</u>

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

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

• Yes • No • N/A <u>COMMENTS</u>

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

• Yes • No • N/A <u>COMMENTS</u>

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.

o Yes o No • N/A <u>COMMENTS</u>

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.

o Yes o No • N/A <u>COMMENTS</u>

27. If the school is implementing a targeted assistance school program, the school serves participating students by 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 <u>COMMENTS</u>

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 <u>COMMENTS</u>

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 <u>COMMENTS</u>

# **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 North Elementary School Larry Brown 6670 Hwy 26 Rockholds, Kentucky, 40759 United States of America

Diagnostics

2022-23 Phase Three: Comprehensive School Improvement Plan - 2022-23 Phase Three: Comprehensive School Improvement Plan - Generated on 01/06/2023

Whitley County North Elementary School

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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.

While we have adjusted many of the objectives from our previous plan in order to increase the percentage of all students and students in our gap groups scoring at Proficient/Distinguished levels, many of our strategies have stayed the same, because the strategies we have implemented are working. We have added some strategies for meeting our proficiency goal in the area of Social Studies, because that was the only goal from last years CSIP that was not met. For example, VPA and Media Arts instructors will now collaborate more with classroom teachers to provide remediation and enrichment in Social Studies topics.

# **ATTACHMENTS**

### Attachment Name

22-23 KDE Comprehensive Improvement Plan for WCNE

2022-23 Phase Three: Comprehensive School Improvement Plan - 2022-23 Phase Three: Comprehensive School Improvement Plan -Generated on 01/06/2023 Whitley County North Elementary School

**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 StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 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 2022-23 Phase Three: Comprehensive School Improvement Plan - 2022-23 Phase Three: Comprehensive School Improvement Plan - Generated on 01/06/2023

Whitley County North Elementary School

- 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

2022-23 Phase Three: Comprehensive School Improvement Plan - 2022-23 Phase Three: Comprehensive School Improvement Plan - Generated on 01/06/2023

Whitley County North Elementary School

# **Attachment Summary**

Attachment Name	Description	Associated Item(s)
22-23 KDE Comprehensive Improvement Plan for WCNE	Word document/template	•



# 2022-23 Phase Three: Comprehensive District Improvement Plan

2022-23 Phase Three: Comprehensive District Improvement Plan

Whitley County John Luster Siler 300 Main Street Williamsburg, Kentucky, 40769 United States of America

Diagnostics

OCognia, Inc.

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: Comprehensive District Improvement Plan - Generated on 01/06/2023

Whitley County

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Whitley County

# 2022-23 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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).

Using the Comprehensive District Improvement Plan Template The template is a complement to the Needs Assessment for Districts. 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 <u>Comprehensive District Improvement Plan Template</u>.
b. Upload your completed Comprehensive District 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.

Each year, as new assessment data is received and disaggregated, the Whitley County School District reviews the CDIP and adds, adjusts, and modifies our goals, objectives, and strategies as identified in our local Needs Assessment. All objectives for the state assessment and graduation rate have been updated based on our current needs. The transition readiness objective has been modified to reflect the new terminology of post-secondary readiness. Objectives have been added that target improvement in our climate index score and our safety index score based on results from the Quality of School Climate and Safety survey. The achievement gap objectives have been maintained at the elementary and middle school level in which the economically disadvantaged gap group was the focus. The achievement gap objective for the high school level includes students with disabilities as part of the Targeted Support and Improvement classification. All key core work processes have been addressed within our CDIP: Goals and Plans.

# **ATTACHMENTS**

### Attachment Name

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: Comprehensive District Improvement Plan -Generated on 01/06/2023

Whitley County

2022-23 Whitley County CDIP Goals and Plans

## **Operational Definitions**

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by the Needs Assessment for Districts.

**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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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.

Requirements for Building an Improvement Plan There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing

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Whitley County

- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

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Whitley County

# **Attachment Summary**

Attachment Name	Description	Associated Item(s)
2022-23 Whitley County CDIP Goals and Plans		•

6

# Comprehensive School Improvement Plan (CSIP)

# Rationale

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

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 process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were 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 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 | 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 0
- State Assessment Results in science, social studies and writing 0
- Achievement Gap 0
- English Learner Progress 0 0
- Quality of School Climate and Safety
- The required goals for high schools include the following: •
- State Assessment Results in reading and mathematics 0
- State Assessment Results in science, social studies and writing 0
  - English Learner Progress Achievement Gap 0
- 0 0
- Quality of School Climate and Safety

- Postsecondary Readiness
   Graduation Rate

Explanations/Directions

Goal: Schools should deshould be informed by	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.	at are three to five year t schools.	argets for each require	ed school level indicato	or. Long-term targets
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 <u>Kentucky's six (6) Key</u> <u>Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley,</i> <i>Baldridge, etc.</i> ).	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 the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024-

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Review, Analyze, and Apply	A. Teachers and SBDM council will	Summative	8/22—5/23	No additional
	Data	analyze universal assessment	assessment measures,	PLC Minutes	funding required
ncrease Proficiency in		results as well as classroom	such as MAP Reading,	SBDM Minutes	,
Reading for all students from		assessments to monitor progress.	STAR Reading and		
52% to 57% by 2023 as		Teachers will use their findings to	Early Literacy, IOWA,	Teachers, Principal, & SBDM Council	
measured by the 2022-2023		plan instructional strategies, place	Common Assessments,		
KSA.		students in groups, and close	KSA, and classroom		
		curricular gaps during weekly PLC	assessments		
		meetings. Plans for improvement			
		will be shared with the SBDM			
		council.			
		B. Teachers will keep data	Student growth as	8/22-5/23	No additional
		notebooks to monitor individual	measured by MAP	PLC Minutes	funding required
		student progress toward meeting	Reading, STAR Reading	Data Notebooks	-
		group and individual goals. Grade	and Early Literacy,	WCNE Data Tracker Spreadsheet	
		level data will be compiled and	IOWA, Common		
		shared during PLC minutes to	Assessments, KSA,	Teachers & Principal	
		ensure any students and/or groups	and classroom		
		failing to show progress are	assessments		
		identified as soon as possible.			
		Instruction will be driven by student			
		needs, as evidenced by student			
		data.			
	Design and Deploy Standards	A. Teachers will participate in	Summative	8/22-5/23	No additional
		district curriculum alignment	assessment measures,	PD Logs, Teachers' Meeting	funding required
		sessions and will collaborate within	such as MAP Reading,	Agendas, and PLC Minutes	
		grades, between grades, and	STAR Reading and		
		between content areas to ensure	STAR Early Literacy,	Principal and teachers	
		curricular mans and instructional	IOM/A Common		

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		materials are aligned with Kentucky	Assessments, KSA, and	3	>
		Academic Standards.	classroom		
			assessments		
		B. Teachers will use Essential	Higher student	8/22-5/23	No additional
		Questions, "I Can" Statements, and	mastery of reading	Lesson Plans and Formal/Informal	funding required
		Learning Goals to make connections	standards as measured	Observations; Google Classroom	
		for students between the standards	by weekly skills tests	Content	
		and lesson content.	and common		
			assessments	Teachers and Principal	
	Design and Deliver	A. Teachers will use Study Island,	Summative	8/22-5/23	No additional
	Instruction	IXL, Reading Eggs, Google	assessment measures,	Lesson Plans, Program Reports, and	funding required
		Classroom, MyOn, Epic,	such as MAP Reading,	Formal/Informal Observations; Google	- -
		Flocabulary, Read Theory,	STAR Reading and	Classroom Content	
		NewsELA, HMH, Renaissance Place	Early Literacy, IOWA,		
		(A.R.), Teacher Made, BrainPop,	Common Assessments,	Teachers and Principal	
		Simple Solutions, and other print	and KSA, as well as	-	
		and digital content in order to	digital program logs		
		enhance instruction in all subject	and usage reports		
		areas, increase student			
		engagement, and provide more			
		individualized instruction to all			
		students.			
		B. Teachers will participate in KY	Increase in rigor of	8/22-5/23	No additional
		Comprehensive Literacy and will	reading instruction as	PD Reports and PLC Minutes	funding required
		share research-proven instructional	evidenced by lesson		)
		strategies with peers during PLC	plans and assessment	Principal and Teachers	
		meetings and/or professional	samples and increased		
		development sessions. Job-	reading achievement,		
		embedded professional	as measured by MAP		
		development on the most current,	Reading, STAR Reading		
			-		

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024-2025 KSA.

oring Funding					No additional	funding required														No additional	funding required		tions							
Progress Monitoring					On-going		Lesson Plans, Formal/Informal	Observations												On-going		Lesson Plans, PLC Minutes,	Formal/Informal Observations							
Measure of Success	IOWA, Common	Assessments, KSA, and	classroom	assessments	Increase in rigor of	reading instruction as	evidenced by lesson	plans and assessment	samples and increased	reading achievement,	as measured by MAP	Reading, STAR Reading	and Early Literacy,	IOWA, Common	Assessments, KSA,	classroom	assessments, student	products, and	observation	Increase in rigor of	reading instruction as	evidenced by lesson	plans and assessment	samples and increased	reading achievement,	as measured by MAP	Reading, STAR Reading	and Early Literacy,	IOWA, Common	Assessments KSA
Activities	will ensure teachers are able to	maximize reading instruction for all	students.		A. Teachers will intentionally focus	on deepening student learning	through the use of equitable	cooperative learning structures to	efficiently produce positive student	engagement during reading	instruction.									B. Teachers will use a framework of	authentic and ongoing assessment	to improve student achievement	and promote a deeper level of	student learning.						
Strategy					Design, Align, Deliver Support	Processes																								
Objective																														

Updated May 2022

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024-

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessments, student products, and observation		
Objective 2	Review, Analyze, and Apply	A. Teachers and SBDM council will	Summative	8/225/23	No additional
	Data	analyze student universal	assessment measures,	PLC Minutes	funding required
Increase Proficiency in Math		assessment results to monitor	such as MAP Math,,	SBDM Minutes	
for all students from 40% to		progress. Teachers will use their	STAR Math, IOWA,		
45% by 2023 as measured by		findings to plan instructional	Common Assessments,	Teachers, Principal, & SBDM Council	
the 2022-2023 KSA.		strategies, place students in groups,	KSA, and classroom		
		and close curricular gaps during	assessments		
		weekly PLC meetings. Plans for			
		improvement will be shared with			
		the SBDM council.			
		B. Teachers will keep data	Student growth as	8/22-5/23	No additional
		notebooks to monitor individual	measured by MAP	PLC Minutes	funding required
		student progress toward meeting	Math, STAR Math,	Data Notebooks	-
		group and individual goals. Grade	IOWA, Common		
		level data will be compiled and	Assessments, KSA,	Teachers & Principal	
		shared during PLC minutes to	and classroom		
		ensure any students and/or groups	assessments		
		failing to show progress are			
		identified as soon as possible.			
		Instruction will be driven by student			
		needs, as evidenced by student			
		data.			
	Design and Deploy Standards	A. Teachers will participate in	Summative	8/22-5/23	No additional
		district curriculum alignment	assessment measures,	PD Logs, Teachers' Meeting	funding required
		sessions and will collaborate within	such as MAP Math,	Agendas, and PLC Minutes	
		grades, between grades, and	STAR Math, IOWA,		
		between content areas to ensure	Common Assessments,	Principal and Teachers	
		-			

Updated May 2022

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024-

colective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		materials are aligned with Kentucky	KSA, and classroom		•
		Academic Standards.	assessments		
		B. Teachers will emphasize to	Higher student	8/22-5/23	No additional
		students the importance of	mastery of math	Lesson Plans and Formal/Informal	funding required
		applying the 8 Mathematical	standards as measured	Observations; Google Classroom	
		Practices when teaching math and	by weekly skills tests	Content	
		will actively lead students in	and common		
		applying the practices during	assessments	Teachers and Principal	
		instruction in addition to using			
		Essential Questions, "I Can"			
		Statements, and Learning Goals to			
		make connections for students			
		between the standards and lesson			
		content.			
	Design and Deliver	A. Teachers will use Study Island,	Summative	8/22-5/23	Instructional funds
	Instruction	IXL, Google Classroom, Prodigy, Xtra	assessment measures,		\$6,500.00
		Math, Flocabulary, Think Central,	such as MAP Math,	Lesson Plans, Program Reports, and	
		BrainPOP, Simple Solutions and	STAR Math, IOWA,	Formal/Informal Observations; Google	
		other print and digital content in	Common Assessments,	Classroom Content	
		order to enhance instruction in	and KSA, as well as		
		math, increase student	digital program logs		
		engagement, and provide more	and usage reports	Teachers and Principal	
		individualized instruction to all			
		students.			
		B. Teachers will engage students in	Increase in rigor of	8/22-5/23	No additional
		higher level, real world math	math instruction as		funding required
		activities and will share research-	evidenced by lesson	PD Reports and PLC Minutes	
		proven instructional strategies with	plans and assessment		
		peers during PLC meetings and/or	samples and increased	Principal and Teachers	
		professional development sessions.	reading achievement,		
		· · · ·			

neasured by the 2024-	Funding					No additional	funding required													No additional	funding required										
n Math from 40% to 53% by 2025 as n	Progress Monitoring					On-going		Lesson Plans, Formal/Informal	Observations											On-going		Lesson Plans, PLC Minutes,	Formal/Informal Observations								
ng from 52% to 67% and i	Measure of Success	Math, STAR Math, IOWA. Common	Assessments, KSA, and	classroom	assessments	Increase in rigor of	math instruction as	evidenced by lesson	plans and assessment	samples and increased	math achievement, as	measured by MAP	Math, STAR Math and	Early Literacy, IOWA,	Common Assessments,	KSA, classroom	assessments, student	products, and	observation	Increase in rigor of	math instruction as	evidenced by lesson	plans and assessment	samples and increased	math achievement, as	measured by MAP	Math, STAR Math and	Early Literacy, IOWA,	Common Assessments,	KSA, classroom	assessments, student
Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024- 2025 KSA.	Activities	ensure teachers are able to maximize math instruction for all	students.			A. Teachers will intentionally focus	on deepening student learning	through the use of equitable	cooperative learning structures to	efficiently produce positive student	engagement during math	instruction.								B. Teachers will use a framework of	authentic and ongoing assessment	to improve student achievement	and promote a deeper level of	student learning.							
ge for all students scoring at the F	Strategy					Design, Align, Deliver Support	Processes																								
Goal 1: Increase the percenta; 2025 KSA.	Objective																														

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 52% to 67% and in Math from 40% to 53% by 2025 as measured by the 2024-2025 KSA.

products, and	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Fundin
				products, and		

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

from 36% to 52% in the area of	from 36% to 52% in the area of Writing, by 2025 as measured by the 2024-2025 KSA	Proficient/ustinguisned level from 48% by the 2024-2025 KSA.	% to 24% in the area of 20	Distinguished level from 48% to 54% in the area of Science, from 47% to 63% in the area of Social Studies, and 24-2025 KSA.	ocial Studies, and
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Review, Analyze, and Apply	A. Teachers and SBDM council will	Summative	8/22-5/23	No additional funding
	Data	analyze common assessment and	assessment measures,		required
Increase the percentage of		classroom assessment results to	such as IOWA, MAP	PLC and SBDM Minutes	
all students scoring at the		monitor progress. Teachers will	Science, Common		
Proficient/Distinguished		use their findings to plan	Assessments, KSA and	Teachers, Principal, and SBDM	
level from 48% to 50% in		instructional strategies,	classroom	Council	
Science by 2023 as measured		supplement instructional materials,	assessments		
by the 2022-2023 KSA.		and close curricular gaps during			
		weekly PLC meetings. Plans for			
		improvement will be shared with			
		the SBDM council.			
		B. Teachers will use scrimmage	Increase in mastery of	8/22-5/23	No additional funding
		tests in the areas of Science to	science, as evidenced		required
		evaluate student progress toward	by scrimmage results,	Lesson Plans and Formal/Informal	
		mastery of standards. Results will	Common	Observations; Google Classroom	
		be analyzed and used to inform	Assessments, KSA, and		
		instructional strategies, to make	classroom	Teachers and Principal	
		decisions about remediation, re-	assessments		
		teaching, and/or enrichment, and			
		to identify the need for			
		supplemental resources.			
		C. Teachers will collaborate with	Increase in student	10/22-5/23	No additional funding
		District Instructional Coaches, as	mastery of content, as		required
		well as with grade-level team	evidenced by IOWA,	PLC minutes and Data Notebooks	
		members, teachers across grade	Common		
		levels, and Special Education	Assessments,	Teachers and Principal	
		instructors/Interventionists to	classroom data,		
		analyze common assessments and	scrimmages, KSA		
		will cooperate to make			

CUIECUVE	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
0	10			8:::::::::::::::::::::::::::::::::::::	2
		instructional decisions based on student performance data.	results, and classroom assessments		
	Design, Align, and Deliver	A. Teachers will use HMH-Into	Summative	8/22-5/23	Instructional funds
	Support	Science, as well as Generation	assessment measures,		\$6,500.00
		Genius, 180 Days of Science,	IOWA, Common	Lesson Plans and Formal/Informal	
		Flocabulary, BrainPop, MyOn,	Assessments,	Observations; Google Classroom	
		Teacher Created Materials, Study	classroom data, MAP	Content	
		Island, IXL, Simple Solutions, and	Science, and KSA, as		
		other print and digital resources to	well as digital program	Teachers and Principal	
		enhance instruction in Science,	logs and diagnostic		
		increase student engagement, and	reports		
		provide more individualized			
		instruction.			
		B. Teachers and principal will	Growth &	8/22-5/23	No additional funding
					0
			acmevement, as		required
		opportunities for all students to	measured by IOWA,	Lesson Plans, PLC Meeting Minutes,	
		provide remediation and	Common	Formal/Informal Observations;	
		enrichment in the area of Science,	Assessments,	Google Classroom Content	
		Technology, Engineering, Arts, and	classroom data, and		
		Math (STEAM).	KSA	Teachers and Principal	
		C. Classroom teachers will	Student achievement	On-going	No additional funding
		collaborate with Interventionists,	and growth, as		required
		Special Education instructors, VPA	evidenced by IOWA,	Lesson Plans, Formal/Informal	
		and Media instructors to	common assessments,	Observations, Data notebooks, KSA	
		differentiate, provide remediation,	classroom data,	results	
		extend learning, and enrich	AimsWeb data, and		
			× U.1		

Design, Align, Deliver Support Processes			Progress Monitoring	Funding
Design, Align, Del Support Processe	D. Teachers in accountability grades will administer Science assessments in formats similar		5	D
Design, Align, Del Support Processe	grades will administer Science assessments in formats similar	Student performance	8/22-5/23	No additional funding
Design, Align, Del Support Processe	assessments in formats similar	on KSA, as well as		required
Design, Align, Del Support Processe	VCA is acdar to acalize at under		Data notebooks and Scrimmage Test	-
Design, Align, Del Support Processe	ASA IN ORDER TO ACCIEMATE STUDENTS	ts performance on	results	
Design, Align, Del Support Processe	to the rigor of the assessment.	formative and		
Design, Align, Del Support Processe	They will use scoring guides similar	lar summative products	Teachers	
Design, Align, Del Support Processe	to those used on the KSA and will	ll and scrimmages		
Design, Align, Del Support Processe	teach students to use self-	_		
Design, Align, Del Support Processe	evaluation as a tool to enhance			
Design, Align, Del Support Processe	their test taking efficacy.			
Support Processe		us Increase in rigor of	On-going	No additional funding
	ses on deepening student learning	science instruction as		required
	through the use of equitable	evidenced by lesson	Lesson Plans, Formal/Informal	_
	cooperative learning structures to		Observations	
	efficiently produce positive student	ent samples and increased		
	engagement during science	science achievement,		
	instruction.	as measured by MAP		
		Science, IOWA,		
		Common		
		Assessments, KSA,		
		classroom		
		assessments, student		
		products, and		
		observation		
	B. Teachers will use a framework of	t of Increase in rigor of	On-going	No additional funding
	authentic and ongoing assessment	nt science instruction as		required
	to improve student achievement	evidenced by lesson	Lesson Plans, PLC Minutes,	
-	and promote a deeper level of	plans and assessment	Formal/Informal Observations	

as measured by MAP Science, IOWA, Common Assessments, KSA, classroom assessments, student	as measured by MAP Science, IOWA, Common Assessments, KSA, classroom assessments, student	as measured by MAP Science, IOWA, Common Assessments, KSA, classroom
Assessments, KSA, classroom assessments, student	Assessments, KSA, classroom assessments, student	Assessments, KSA, classroom
assessments, student	assessments, student	
products, and	products, and	assessments, student products, and
observation	observation	observation
	Student achievement	ning Culture A. School staff will communicate Student achievement
ed in evidenced by Student data notebooks.	evidenced by	students will be included in evidenced by
classroom data, IOWA,	classroom data, IOWA,	classroom data, IOWA,
ments and KSA; data from	ments and KSA; data from	ments and KSA; data from
Impact KY Survey	Impact KY Survey	Impact KY Survey
i goals and his and teachers his and teachers his and		
educational	barents and will share educational	parents and will share educational
educational s and parents	barents and will share educational progress with students and parents	parents and will share educational progress with students and parents
educational s and parents ough	brogress with students and parents it regular intervals through	process with students and parents at regular intervals through
s and parents ough rr rards and	progress with students and parents at regular intervals through progress reports report cards and	progress with students and parents at regular intervals through progress reports report cards and
s and parents ough rt cards, and	orogress with students and parents it regular intervals through progress reports, report cards, and	progress with suddents and parents at regular intervals through progress reports, report cards, and
s and parents ough rt cards, and	progress with students and parents tregular intervals through progress reports, report cards, and	progress with students and parents at regular intervals through progress reports, report cards, and
educational educational s and parents ough rt cards, and	experiations to students and barents and will share educational progress with students and parents it regular intervals through progress reports, report cards, and	expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and
		A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and
	A. School staff will co- ligh expectations for a tudents will be includ malyzing their own le- esults, and student ad will be celebrated. Sta vill be celebrated. Sta communicate learning expectations to studen arents and will share progress with student th tregular intervals thread progress reports, repor	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KY Academic Standards for Science.	scrimmage results,		
		Science content will be taught in	and KSA.	leachers and Principal	
		conjunction with other content			
		areas whenever possible to			
		maximize exposure to content and			
		to help students make connections.			
Objective 2	Review, Analyze, and Apply	A. Teachers and SBDM council will	Summative	8/22-5/23	
	Data	analyze common assessment and	assessment measures,		
Increase the percentage of		classroom assessment results to	such as IOWA, MAP	PLC and SBDM Minutes	
all students scoring at the		monitor progress. Teachers will	Science, Common		
Proficient/Distinguished		use their findings to plan	Assessments, KSA and	Teachers, Principal, and SBDM	
evel from 47% to 52.5% in		instructional strategies,	classroom	Council	
Social Studies by 2023 as		supplement instructional materials,	assessments		
measured by the 2022-2023		and close curricular gaps during			
KSA.		weekly PLC meetings. Plans for			
		improvement will be shared with			
		the SBDM council.			
		B. Teachers will use scrimmage	Increase in mastery of	8/22-5/23	
		tests in the area of Social Studies to	Soc. St. content, as		
		evaluate student progress toward	evidenced by	Lesson Plans and Formal/Informal	
		mastery of standards. Results will	scrimmage results,	Observations; Google Classroom	
		be analyzed and used to inform	Common		
		instructional strategies, to make	Assessments, KSA, and	Teachers and Principal	
		decisions about remediation, re-	classroom		
		teaching, and/or enrichment, and	assessments		
		to identify the need for			
		supplemental resources.			
		C. Teachers will collaborate with	Increase in student	10/22-5/23	
		District Instructional Coaches, as	mastery of content, as		
		well as with grade-level team	evidenced by IOWA,	PLC minutes and Data Notebooks	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		levels, and Special Education	Assessments,	Teachers and Principal	
		instructors/Interventionists to	classroom data,		
		analyze common assessments and	scrimmages, KSA		
		will cooperate to make	results, and classroom		
		instructional decisions based on	assessments		
		student performance data.			
	Design, Align, and Deliver	A. Teachers will use HMH-Into	Summative	8/22-5/23	
	Support	Social Studies, as well as 180 Days	assessment measures,		
		of Social Studies, Flocabulary,	IOWA, Common	Lesson Plans and Formal/Informal	
		BrainPop, MyOn, Teacher Created	Assessments,	Observations; Google Classroom	
		Materials, Study Island, IXL, Simple	classroom data. and	Content	
		Solutions, and other print and	KSA, as well as digital		
		digital resources to enhance	program logs and	Teachers and Principal	
		instruction in Social Studies	diagnostic reports		
		increase student engagement and			
		nici case statent engagement, and provide more individualized			
		instruction.			
		B. Teachers and principal will	Growth &	8/22-5/23	
		collaborate to design learning	achievement, as		
		opportunities for all students to	measured by IOWA,	Lesson Plans, PLC Meeting Minutes,	
		provide remediation and	Common	Formal/Informal Observations;	
		enrichment in the area of Soc. St.	Assessments,	Google Classroom Content	
		The five themes of Social Studies	classroom data, and		
		will be embedded in other content	KSA	Teachers and Principal	
		areas.			
		C. Classroom teachers will	Student achievement	On-going	
		collaborate with Interventionists,	and growth, as		

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and Media instructors to	common assessments,	Lesson Plans, Formal/Informal	
	differentiate, provide remediation,	classroom data,	Observations, Data notebooks, KSA	
	extend learning, and enrich	AimsWeb data, and	results	
	instructional content for students	KSA.		
	receiving MTSS and other low		Principal and Teachers	
	performing students.			
	D. Teachers in accountability	Student performance	8/22-5/23	
	grades will administer Social	on KSA, as well as		
	Studies assessments in formats	individual	Data notebooks and Scrimmage Test	
	similar to KSA in order to acclimate	performance on	results	
	students to the rigor of the	formative and		
	assessment. They will use scoring	summative products	Teachers	
	guides similar to those used on the	and scrimmages		
	KSA and will teach students to use			
	self-evaluation as a tool to enhance			
	their test taking efficacy.			
Design, Align, Deliver	A. Teachers will intentionally focus	Increase in rigor of	On-going	No additional funding
 Support Processes	on deepening student learning	Soc. St. instruction as		required
	through the use of equitable	evidenced by lesson	Lesson Plans, Formal/Informal	
	cooperative learning structures to	plans and assessment	Observations	
	efficiently produce positive student	samples and increased		
	engagement during Social Studies	Soc. St. achievement,		
	instruction.	as measured by IOWA,		
		Common		
		Assessments, KSA,		
		classroom		
		assessments, student		
		products, and		
		observation		
	B. Teachers will use a framework of	Increase in rigor of	On-going	No additional funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to improve student achievement	evidenced by lesson	Lesson Plans, PLC Minutes,	
		and promote a deeper level of	plans and assessment	Formal/Informal Observations	
		student learning.	samples and increased		
			Soc. St. achievement,		
			as measured by IOWA,		
			Common		
			Assessments, KSA,		
			classroom		
			assessments, student		
			products, and		
			observation		
	Establishing Learning Culture	A. School staff will communicate	Student achievement	On-going	
	and Environment	high expectations for all students,	and growth, as		
		students will be included in	evidenced by	Student data notebooks,	
		analyzing their own learning	classroom data, IOWA,	Formal/Informal Observations, and	
		results, and student achievements	and KSA; data from	Google Classroom Content	
		will be celebrated. Staff will	Impact KY Survey		
		communicate learning goals and		Principal and teachers	
		expectations to students and			
		parents and will share educational			
		progress with students and parents			
		at regular intervals through			
		progress reports, report cards, and			
		exit criteria. Students will set goals			
		for achievement and growth and			
		will identify strategies to meet			
		their goals.			
	Design and Deploy Standards	A. Teachers in all grade levels will	Student achievement	8/22-5/23	
		ensure that Social Studies is being	and growth, as		
		taught at optimal instructional	evidenced by	Lesson Plans, PLC minutes, Data	
		-	-	-	

	Strateov	Activities	Measure of Surress	Progress Monitoring	Funding
	19:000				Simuni
		leachers will collaborate to design	common assessments,	observations, KSA results; Google	
			scrimmage results,		
		aligned with the new KY Academic	and KSA.		
		Standards for Social Studies. Social		Teachers and Principal	
		Studies content will be taught in			
		conjunction with other content			
		areas whenever possible to			
		maximize exposure to content and			
		to help students make connections.			
Objective 3	Review, Analyze, and Apply	A. Teachers and SBDM council will	Summative	8/22-5/23	No additional funding
	Data	analyze common assessment and	assessment measures,		required
Increase the percentage of		classroom assessment results to	such as IOWA, MAP	PLC and SBDM Minutes	
all students scoring at the		monitor progress. Teachers will	Language, Common		
Proficient/Distinguished		use their findings to plan	Assessments, KSA and	Teachers, Principal, and SBDM	
level in Writing from 36% to		instructional strategies,	classroom	Council	
41% by 2023 as measured by		supplement instructional materials,	assessments		
the 2022-2023 KSA.		and close curricular gaps during			
		weekly PLC meetings. Plans for			
		improvement will be shared with			
		the SBDM council.			
		B. Teachers will use scrimmage	Increase in language	8/22-5/23	No additional funding
		tests in Language Arts/Writing	mechanics and writing		required
		Mechanics and On-Demand Writing	proficiency, as	Lesson Plans and Formal/Informal	
		tasks to evaluate student progress	evidenced by	Observations; Google Classroom	
		toward mastery of standards.	scrimmage results,	content	
		Results will be analyzed and used	Common		
		to inform instructional strategies,	Assessments, MAP	Teachers and Principal	
		to make recommendations for	Assessment, KSA, and		
		remediation, re-teaching, and/or	classroom		
		enrichment, and to identify the	assessments		

from 36% to 52% in the area of Writing, by 2025 as measured by the 2024-2025 KSA	ge of all students scoring at the f Writing, by 2025 as measured	Proficient/Distinguished level from 48% to 54% in the area of Science, from 47% to 63% in the area of Social Studies, and by the 2024-2025 KSA.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		C. Teachers will collaborate with	Student performance	8/22-5/23	No additional funding
		the District Writing Coach to	on KSA, as well as		required
		evaluate student writing products,	individual	Scrimmage Test results, Data	
		analyze student strengths and	performance on	Notebooks, and PLC Minutes	
		weaknesses, and individualize	formative and		
		writing instruction to maximize	summative writing	Teachers and Principal	
		student performance.	products and		
			scrimmage results		
		D. Students will track their	Student performance	8/22-5/23	No additional funding
		progress in writing, will set growth	on KSA, as well as		required
		goals for themselves, and will	individual	Data notebooks, Scrimmage Test	
		participate in writing activities that	performance on	Results, & Formal/Informal	
		are specifically designed for their	formative and	Observations	
		developmental-levels and interest	summative writing		
		levels. Students in 5th and 6th	products and	Teachers	
		Grades, for example, will be	scrimmages		
		presented with on-demand tasks			
		that address situations			
		encountered in and/or important			
		to middle school-aged students.			
		These strategies will increase			
		student engagement, self-efficacy,			
		and motivation.			
	Design, Align, and Deliver	A. Teachers and the principal will	Growth &	8/22-5/23	No additional funding
	Support	collaborate to design learning	achievement, as		required
		opportunities for all students to	measured by IOWA,	Lesson Plans, PLC Meeting Minutes,	
		provide remediation and	Common	Formal/Informal Observations;	
		enrichment in the area of Language	Assessments,	Google Classroom content	
		Art/Writing Mechanics and On-	classroom data, and		
		Demand Writing. Writing tasks will	KSA	Teachers and Principal	
		be embedded in other content			

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201222/22	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		areas. KY Comprehensive Literacy			
		writing into other content areas.			
		B. Teachers will use Study Island,	Summative	8/22-5/23	Instructional funds
		Google Classroom, MyOn, Epic,	assessment measures,		\$6,500.00
		Flocabulary, NewsELA, HMH, Read	IOWA, Common	Lesson Plans and Formal/Informal	
		Works, Simple Solutions, and other	Assessments,	Observations; Google Classroom	
		print and digital resources to	classroom data, and	content	
		enhance instruction in Writing,	KSA, as well as digital		
		increase student engagement, and	program logs and	Teachers and Principal	
		provide more individualization.	diagnostic reports		
		Writing tasks will be varied and will			
		be designed to interest all			
		studentsmale and femaleby			
		using age-relevant topics, current			
		events, etc.			
		C. Classroom teachers will	Student achievement	On-going	No additional funding
		collaborate with Interventionists	and growth, as		required
		and Special Education instructors	evidenced by IOWA,	Lesson Plans, Formal/Informal	
		to differentiate, provide	common assessments,	Observations, Data notebooks, KSA	
		remediation, extend learning, and	classroom data,	results	
		enrich instructional content for	AimsWeb data, and		
		students receiving MTSS and other	KSA.	Principal and teachers	
		low performing students.			
		D. Teachers in accountability	Student performance	8/22-5/23	No additional funding
		grades will administer Writing	on KSA, as well as		required
		assessments in formats similar to	individual	Data notebooks and Scrimmage Test	
		KSA in order to acclimate students	performance on	results	
		to the rigor of the assessment.	formative and		
		They will use scoring guides similar	summative products	Teachers	
		to those used on KSA assessments	and scrimmages		

Goal 2: Increase the percenta from 36% to 52% in the area o	Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguishe from 36% to 52% in the area of Writing, by 2025 as measured by the 2024-2025 KSA.	Proficient/Distinguished level from 489 by the 2024-2025 KSA.	% to 54% in the area of Sc	Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 48% to 54% in the area of Science, from 47% to 63% in the area of Social Studies, and from 36% to 52% in the area of Writing, by 2025 as measured by the 2024-2025 KSA.	ocial Studies, and
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and will teach students to use self- evaluation as a tool to enhance their writing literacy and test taking skills.			
	Design, Align, Deliver Support Processes	<ul> <li>A. Teachers will intentionally focus on deepening student learning through the use of equitable cooperative learning structures to efficiently produce positive student engagement during writing instruction.</li> <li>B. Teachers will use a framework of authentic and ongoing assessment to improve student achievement and promote a deeper level of student learning.</li> </ul>	Increase in rigor of writing instruction as evidenced by lesson plans and assessment samples and increased writing achievement, as measured by MAP Language, Common Assessments, KSA, classroom Assessments, student products, and observation Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP Reading STAR Reading and Early Literacy, IOWA, Common Assessments, KSA,	On-going Dhservations On-going Lesson Plans, PLC Minutes, Formal/Informal Observations	No additional funding required No additional funding required
			classroom assessments, student		

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 48% to 54% in the area of Science, from 47% to 63% in the area of Social Studies, and

Objective	Strateov	Activities	Measure of Success	Prograss Monitoring	Funding
2	0		products and	8	2
			observation		
	Establishing Learning Culture	A. School staff will communicate	Student achievement	On-going	No additional funding
	and Environment	high expectations for all students,	and growth, as		required
		students will be included in	evidenced by	Student data notebooks,	
		analyzing their own learning	classroom data, IOWA,	Formal/Informal Observations, and	
		results, and student achievements	and KSA; data from	Google Classroom content	
		will be celebrated. Staff will	Impact KY Survey		
		communicate learning goals and		Principal and Teachers	
		expectations to students and			
		parents and will share educational			
		progress with students and parents			
		at regular intervals through			
		progress reports, report cards, and			
		exit criteria. Students will set goals			
		for achievement and growth and			
		will identify strategies to meet			
		their goals.			
	Design and Deploy Standards	A. Teachers in all grade levels will	Student achievement	8/22-5/23	No additional funding
		ensure that Language Arts/Writing	and growth, as		required
		Mechanics and On-Demand Writing	evidenced by	Lesson Plans, PLC minutes, Data	
		are being taught at optimal	classroom data,	notebooks, Formal/Informal	
		instructional levels to promote	common assessments,	observations, KSA results; Google	
		success. Teachers will collaborate	scrimmage results,	Classroom content	
		to design instruction and activities	and KSA.		
		that are aligned with the Kentucky		Teachers and Principal	
		Academic Writing Standards along			
		with the district writing plan.			
		Students will be provided			
		differentiation to address their			
		individualized noode Teacharrin			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		all grade levels will incorporate KY			
		Comprehensive Literacy activities			
		as well as the Ready Writer			
		supplemental curriculum into			
		writing activities, and writing			
		activities will be embedded in			
		other content area activities to			
11.		help students make connections.			

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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 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 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	Review, Analyze, and	A. Universal screeners will be	Student growth, as	9/22—5/23	No additional funding required
	Apply Data	used to identify students at-risk	evidenced by MAP		
In reading, increase the		in reading and language	and STAR Reading	progress reports and data sheets	
percentage of students in		arts/mechanics in order to	results;	for students receiving services	
the GAP group identified		place students in RTA, Save the	RTA, STC, & Title I	1	
as Students with		Children, and Title I groups, to	schedules;	Principal and Teachers	
Disabilities scoring at the		plan for instructional	classroom data		
Proficient/Distinguished		differentiation, and to identify			
level from 54% to 57%		students in need of MTSS.			
and increase the		B. Students identified as at-risk	Student growth, as	On-going	No additional funding required
percentage of students in		in reading and/or language will	evidenced by MAP,		
the GAP groups identified		be screened using AimsWeb	STAR Reading, STAR	progress monitoring data	
as Economically		Plus to determine the level of	Early Literacy, &		
Disadvantaged scoring at		need for MTSS, and progress	AIMS Web Plus	Teachers	
the P/D level from 50% to		monitoring will be used to	measures and data		
57% by 2023 as measured		assess further need for	provided through		
by the 2022-2023 KSA.		intervention. Students with	progress monitoring		
		behavioral issues which impact			
		achievement will be monitored			
		using Review 360.			
		C. Teachers will collaborate	Growth in student	9/22-5/23	No additional funding required
		with RTA, Save the Children,	achievement data		
		Title I, and Special Education	as provided by MAP	PLC minutes and progress	
		instructors to analyze student	Reading, STAR	monitoring data	
		data results and will cooperate	Reading, STAR Early		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to make instructional and placement decisions.	Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	Teachers and Principal	
	Design, Align, and Deliver Support	A. RTA, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in- class collaboration. Tier II and Tier III MTSS services will be provided, in addition to support for Tier I interventions.	Growth in student achievement data as provided by MAP Reading, STAR Reading, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	On-going lesson plans, student data notebooks teacher schedules, formal/informal observations, and Google Classroom content Principal and Teachers	No additional funding required
		B. Teachers will collaborate with their peers, instructional leaders, and district instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Increase in student growth and achievement as evidenced by MAP Reading, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	On-going lesson plans, PLC minutes, formal/informal observations, and Google Classroom content Principal and Teachers	No additional funding required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement.	Increase in student achievement and growth, as evidenced by MAP	On-going	Instructional Funds \$6,500.00

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		IXL, Study Island, Reading Eggs,	Reading, STAR	lesson plans, formal/informal	
		MyOn, Read Theory,	Reading, STAR Early	observations, and digital content	
		Flocabulary, NewsELA, Google	Literacy, IOWA, KSA,	logs and diagnostic reports	
		Classroom, Renaissance Place,	and digital		
		HMH, Xtra Math, Prodigy,	programming logs	Teachers and Principal	
		Simple Solutions, and other	and diagnostic		
		digital programs will be utilized	reports		
		across content areas and grade			
		levels as remediation,			
		enrichment, and to extend			
		learning.			
		D. 21st Century program staff	Student	On-going	21st Century funds
		will collaborate with classroom	achievement and		\$1,200.00
		teachers, RTA, STC, Title I, and	growth, as	MAP, STAR Reading, KSA results,	
		Special Education instructors to	evidenced by MAP,	and lesson plans	
		differentiate, provide	STAR Reading, STAR		
		remediation, extend learning,	Early Literacy,	Teachers, Principal, and 21st	
		and enrich instructional content	IOWA, common	Century Staff	
		for students attending before-	assessments,		
		school, after-school and	classroom data, and		
		summer programs.	KSA		
		E. Family Resource Center staff	Student	On-going	No additional funding required
		and Cumberland River	achievement and		
		Comprehensive Care counselors	growth, as	survey results and	
		will collaborate with teachers,	evidenced by MAP,	sign-in sheets for 21st Century,	
		parents, and the community to	STAR Reading,	FRC, and school events	
		provide services to reduce	IOWA, and KSA;		
		barriers to learning and to	data from Impact KY	Principal, Teachers, FRC Staff,	
		facilitate family involvement. A	Survey	CRCC Staff	
		variety of outreach services to			
		target specific needs identified			
		in surveys conducted			
		throughout the year, as well as			
		opportunities for families to			

Funding		No additional funding required	No additional funding required
Progress Monitoring		On-going student data notebooks, formal/informal observations, and Google Classroom content Teachers and Principal	On-going Lesson Plans, Formal/Informal Observations, PLC Minutes, PD Sign-in sheets and logs Principal and Teachers
Measure of Success		Increase in student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, and KSA; data from Impact KY Survey	Increase in student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, and KSA
Activities	participate in educational activities, will be employed to ensure all students are able to overcome obstacles and learn at high levels.	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	<ul> <li>A. School staff will participate in professional development activities to enhance their understanding of research- based reading instructional strategies such as Read to Achieve PLCs, GRREC Primary Literacy Academy, science of reading training, and foundational skills workshops. Teachers attending trainings</li> </ul>
Strategy		Establishing Learning Culture and Environment	Design and Deliver Instruction
Objective			

	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will share strategies with their peers during PLC meetings.			
Objective 2	Review, Analyze, and	A. Universal screeners will be	Increase in student	9/22-5/23	No additional funding required
	Apply Data	used to identify students at-risk	achievement, as	progress reports and data sheets	
In math, increase the		in math in order to place	evidenced by MAP	for students receiving services	
percentage of students in		students in math intervention	Math, STAR Math,		
the GAP group identified		groups such as Save the	IOWA, KSA results;	Teachers and Principal	
as Students with		Children (STC) Math, and Title I	and classroom		
Disabilities scoring at the			assessments		
Proficient/Distinguished		differentiation, and to identify			
level from 42% to 45%		students in need of MTSS.	STC, MIT & Title I		
and the percentage of			schedules		
students in the GAP group					
identified as Economically					
Disadvantaged scoring at		B. Students identified as at-risk	Increase in student	On-going	No additional funding required
the P/D level from 40% to		in math will be screened using	achievement, as	1	
45% by 2023 as measured		AimsWeb Plus to determine	evidenced by MAP	progress monitoring data	
bv the 2022-2023 KSA.		level of need for MTSS and	Math STAR Math &		
		progress monitoring will be	AIIVIS WED Plus	leachers and Principal	
		used to assess further need for	measures and data		
		intervention. Students with	provided through		
		behavioral issues which impact	progress monitoring		
		achievement will be monitored			
		using Review 360.			
		C. Teachers will collaborate	Increase in student	9/22-5/23	No additional funding required
		with MIT, Title I, STC, and	achievement data		
		Special Education instructors to	as provided by MAP	PLC minutes and progress	
		analyze student data results	Math, STAR Math,	monitoring data	
		and will cooperate to make	AIMS Web Plus,		
		instructional and placement	IOWA, common	Teachers and Principal	
		decisions.	assessments,		
			classroom data, and		
			KSA results		

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Design, Align, and Deliver Support	A. MIT, Title I, STC, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in- class collaboration. Tier II and Tier III MTSS will be provided, in addition to support for Tier I interventions.	Increase in student achievement data as provided by MAP Math, STAR Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA results	On-going lesson plans, student data notebooks teacher schedules, formal/informal observations, and Google Classroom content Teachers and Principal	No additional funding required
	B. Teachers will collaborate	Increase in student	On-going	No additional funding required
	with their peers, instructional	achievement as		)
	leaders, and district	evidenced by MAP	lesson plans, PLC minutes,	
	instructional coaches to employ	Math, STAR Math,	formal/informal observations,	
	research-driven instructional	AIMS Web Plus,	and Google Classroom content	
	strategies and identify	IOWA, common		
	resources necessary to provide	assessments,	Teachers and Principal	
	highly engaging, content-rich	classroom data, and		
	instruction for all students.	KSA results		
	C. Technology will be	Increase in student	8/22-5/23	Instructional funds
	integrated in all subject areas	achievement and		\$6,500.00
	to provide differentiation and	growth, as	lesson plans, formal/informal	
	increase student engagement.	evidenced by MAP	observations, Google Classroom	
	IXL, Study Island, Flocabulary,	Math, STAR Math,	content, and digital content logs	
	Prodigy, Xtra Math, Common	IOWA, KSA,	and diagnostic reports	
	Core Sheets, Google Classroom,	common		
	BrainPop, Think Central, Simple	assessments,	Teachers and Principal	
	Solutions, and other digital	classroom data, and		
	programs will be utilized across	digital programming		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		content areas and grade levels as remediation. enrichment.	logs and diagnostic reports		
		and to extend learning.			
		D. 21st Century staff will	Increase in student	On-going	21st Century funds
		collaborate with classroom	achievement and		\$1,200.00
		teachers, MIT, Title I, STC, and	growth, as	assessment data from universal	
		Special Education instructors to	evidenced by MAP	screeners, formative and	
		differentiate, provide	Math, IOWA, STAR	summative assessments, and	
		remediation, extend learning,	Math, KSA, common	lesson plans	
		and enrich instructional content	assessments,		
		for students after-school	classroom data	Teachers, Principal, and 21st	
		tutoring.		Century Staff	
		E. Family Resource Center staff	Increase in student	8/22-5/23	No additional funding required
		and Cumberland River	achievement and		
		Comprehensive Care counselors	growth, as	survey results, assessment	
		will collaborate with teachers,	evidenced by MAP	results, and sign-in sheets for 21st	
		parents, and the community to	Math, STAR Math,	Century, FRC and school events	
		provide services to reduce	IOWA, KSA results,	Teachers, Principal, FRC staff, and	
		barriers to learning and to	common	CRCC staff	
		facilitate family involvement. A	assessments,		
		variety of outreach services to	classroom data, and		
		target specific needs identified	Impact KY Survey		
		in surveys conducted			
		throughout the year, as well as			
		opportunities for families to			
		participate in educational			
		activities will be employed to			
		ensure all students are able to			
		overcome obstacles and learn			
		at high levels.			
	Design and Deliver	A. School staff will participate	Increase in student	On-going	No additional funding required
	Instruction	in professional development	achievement and		
		activities to enhance their	growth, as		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		understanding of research-	evidenced by MAP,	Lesson Plans, Formal/Informal		
		based instructional strategies	STAR Math, IOWA,	Observations, PLC Minutes, PD		
		for math such as KCM	and KSA, as well as	and KSA, as well as Sign-in sheets and logs		
		workshops. Teachers attending classroom	classroom			
		trainings will share strategies	assessments and	Principal and Teachers		
		with their peers during PLC	common			
		meetings.	assessments			

4: English Learner Progress

Goal 4 (State your English Learner goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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Objective 2					

5: Quality of School Climate and Safety

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Goal 5: Increase the Climate Ir Survey.	Goal 5: Increase the Climate Index Score of 85.4 to 88.4, and increase the Survey.	crease the Safety Index Score from 78.	.9 to 85 by 2025, as measu	ie Safety Index Score from 78.9 to 85 by 2025, as measured by the 2024-2025 Quality of School Climate and Safety	Climate and Safety
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Establishing Learning Culture and Environment	A. School staff will help students develop their understanding of	Lesson Plans, Google Classroom content,	On-going	No additional funding required
Increase the Climate Index Score from 85.4 to 86.4 as		rules, their awareness of how their hehavior affects others and	Principal observation, and reduction of office	Teachers, Principal, CRCC Staff	
measured by the 2022-2023		character strengths, including self-	referrals for		
Quality of School Climate and Safety Survey		control, perspective taking, conflict	misconduct		
		behave responsibly.			
		B. Teachers will engage students in	Lesson Plans, Google	On-going	No additional
		the development of a classroom	Classroom content,		funding required
		mission/vision statement as the	Principal observation	Teachers and Principal	
		premise for how students will	and reduction of office		
		interact with each other and	referrals for		
		perform their best work.	misconduct		
		C. School staff will ensure	Lesson Plans, Google	Un-going	No additional
		opportunities for character	Classroom content,		funding required
		development through mini-lessons,	Principal observation,	Teachers and Principal	
		character-building exercises and	and reduction of office		
		scenarios, and programs such as	referrals for		
		ם בפערווווה.	misconduct		
		D. Teachers will use surveys to	Lesson Plans, Google	On-going	No additional
		evaluate the success of character	Classroom content,		funding required
		education programs and materials	Survey results, PLC	Teachers and Principal	
		and to monitor student perceptions	Minutes, and results of		
		of the classroom/school climate.	QSCSS		
	Design, Align, Deliver Support	A. Teachers will use Kagan	Lesson Plans, Google	On-going	
	Processes	Strategies such as Team Forming	Classroom content,		
		and Team Building to promote	Survey results, PLC	Teachers and Principal	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teamwork, increase student	Minutes, formal and		
		cooperation, encourage equal	informal observation,		
		student participation, and maximize	and results of QSCSS		
		student engagement for all			
		students.			
Objective 2	Establishing Learning Culture	A. Teachers will engage students in	Lesson Plans, Google	On-going	No additional
	and Environment	character-building experiences	Classroom content,		funding required
Increase the Safety Index		within the classroom to ensure an	Principal observation,	Teachers and Principal	
Score from 78.9 to 8 as		all-encompassing culture of	and reduction of office		
measured by the 2022-2023		character.	referrals for		
Quality of School Climate and			misconduct		
Safety Survey.					
		B. School staff will help students	Lesson Plans, Google	On-going	No additional
		develop their understanding of	Classroom content,		funding required
		rules, their awareness of how their	Principal observation,	Teachers and Principal	
		behavior affects others, and	and reduction of office		
		character strengths, such as self-	referrals for		
		control, perspective taking, conflict	misconduct		
		resolution, etc., to help them act			
		responsibly in the academic setting.			
		C. School staff will ensure equitable	Lesson Plans, Google	On-going	No additional
		access to a meaningful and rigorous	Classroom content,		funding required
		academic curriculum that is	Curriculum Maps,	Teachers and Principal	
		respectful to diverse learners, helps	Grade-level Learning		
		to develop character, and helps all	Goals, ILPs, IEPs, 504		
		students to be successful.	Plans, and Principal		
			observation		
		D. School staff will promote	Lesson Plans, Google	On-going	No additional
		leadership opportunities among	Classroom content,		funding required
		students in order to create a culture		Teachare and Drincinal	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of shared ownership and student	Principal observation,		
		self- regulation.	and Survey results		
		E. School staff will communicate	Communication logs,	On-going	No additional
		with and support parents/families	Open-House, Family		funding required
		in order to address barriers to	Math & Reading Night	Teachers, Principal, FRC Staff	
		learning and work together to help	sign-in sheets, FRC		
		students build character and	events schedule and		
		resolve conflict and/or negative	sign-in sheets, and		
		perspectives of the school	results of QSCSS		
		environment.			
		F. Teachers will use surveys to	Teacher-made Survey	On-going	No additional
		monitor student perceptions of the	results and results of		funding required
		classroom/school environment.	QSCSS	Teachers and Principal	

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
bjective 1	2			0	0
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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					D
I,					
Objective 2					

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

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 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 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:

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-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 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. 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 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 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 Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students Components of Turnaround Leadership Development and Support: underperformance, and how identified resource inequities will be addressed. Targeted Subgroups and Evidence-Based Interventions: based practice to ensure it is implemented with fidelity? Identification of Critical Resources Inequities: underperforming subgroups? underperformance. Response: Response: Response: Response:

based red for schools encourages all SI and CSI ic directions nce.	Uploaded in eProve			
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 <u>Evidence-based Practices website</u> . 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, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the <u>"Documenting Evidence under ESSA</u> " resource available on KDE's <u>Evidence-based Practices website</u> . 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 Citation	Hattle, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.		
The Every Student Succeeds Act (2015) created practices and requirements can be found on the identified for Targeted Support and Improveme school leaders to review evidence related to ne schools are expected to upload a description of regarding the documentation requirements can Complete the table below to document the evic	Evidence-based Activity	Train staff to implement inductive teaching strategies.		

# TSI/ATSI Evidence-based Practices

Updated May 2022
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:

based ed for schools encourages all SI and CSI c directions c directions	Uploaded in eProve	M		
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 <u>Evidence-based Practices website</u> . 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, practices, and index 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 <u>"Documenting Evidence under ESSA</u> " resource available on KDE's <u>Evidence-based Practices website</u> . 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 Citation	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analysos relating to achievement. Routledge: New York, MY		
The Every Student Succeeds Act (2015) created new expectations for evid practices and requirements can be found on the Kentucky Department of identified for Targeted Support and Improvement (TSI) including Addition school leaders to review evidence related to new programs, practices, or schools are expected to upload a description of their evidence review proregarding the documentation requirements can be found in the " <u>Docume</u> Complete the table below to document the evidence that supports the Ac	Evidence-based Activity	Train staff to implement inductive reaching strategies.		

# Evidence-based Practices



## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

Whitley County North Elementary School Larry Brown 6670 Hwy 26 Rockholds, null, 40759

Diagnostics

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/06/2023 Whitley County North Elementary School

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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

1. A clear statement of the school or district mission

2. Evidence of representation of all persons affected by the professional development plan

3. A needs assessment analysis

4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and

5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

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

### 1. What is the school's mission?

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional

Development Plan for Schools for School Year 2023-2024 - Generated on 05/06/2023

Whitley County North Elementary School

essential academic skills and problem-solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment".

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

Based on the most critical areas for improvement identified in the completed needs assessment per <u>703 KAR 5:225</u> (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1. Increasing student achievement at the Proficient/Distinguished levels in Reading and Math through implementation of research-based strategies to fully engage all students in active learning.

2. Reducing the percentage of students scoring at the Novice level through an increased staff proficiency in using a variety of resources--including but not limited to digital content--to differentiate instruction.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Increasing student achievement at the Proficient/Distinguished levels in Reading and Math is our highest priority school goal for this year and next. Improving student achievement through implementation of research-based strategies will help us meet that goal by providing teachers resources and opportunities to share ideas, experiences, successes, and failures in their attempts to get all students engaged in the content presented to them. Reducing the percentage of students scoring at the Novice level is another priority school goal. Providing time and opportunities for teachers to work together to find, share, and master new resources to support students in a variety of learning modalities is a useful tool for reaching that goal.

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

For our long-term goal, we want teachers in grades K-6 to have fully implemented research-based instructional strategies which increase student achievement in both Reading and Math, as evidenced by the percentage of students scoring at the P/D level on the KSA assessment or above the 75th percentile on the IOWA assessment. For our short-term goals, we want teachers in grades K-6 to use research-based instructional strategies every day to increase the overall school score in Reading by 25% and in Math by 30% on the 2025-2026 assessments as evidenced by the percentage of students scoring either Proficient or Distinguished in Reading and in

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Math for students taking the KSA or as evidenced by the the percentage of students scoring at the 75th percentile or higher on the IOWA.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.) Our first result would be that teachers will be more effective in their teaching practices and students will become more engaged. This will lead to higher levels of mastery in students. Also, by increasing staff, student, and parent awareness of a variety of effective strategies, we would also be causing them to potentially seek out additional teaching strategies, practices, and attitudes about the ways they interact with each other and the expectations they have for each other.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Analysis of formative assessment measures and universal screeners will be done by grade level teams and shared with the other teams and principal during schoolwide PLC meetings. This will be done on a monthly basis so that adjustments may be made when necessary and also so that successful strategies may be shared with more staff. The principal will pay particular attention to these strategies as he conducts his walk-throughs, informal observations, and formal observations. PLC Meeting Minutes and a summary of the principal's observations will be shared with the SBDM at least once yearly.

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

#### Please describe in detail.

An increase in the proficiency level of students will be the determination of success. Formal and informal observations, lesson plan review, and PLC notes will provide evidence that research based instructional strategies are being studied and implemented; however, the true measure of success will be the effect those strategies have on student achievement. An increase in the percentage of students scoring at the Proficient/Distinguished level or above the 75th percentile in both Reading and Math will be the final proof that effective implementation has been achieved.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All teachers will benefit from professional development geared toward improving instructional strategies and boosting student achievement.

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4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Many resources are available on-line to research and learn about strategies to reach students and teach them to be active learners. The primary need will be managing time in order to access materials. Professional development funds will be used as necessary. The required technology is already in place, and since professional development from outside sources is often done remotely, access to other professionals is readily available.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Professional learning communities will be the primary support system for implementing this plan. Teachers will be encouraged to locate helpful resources and then share those resources with their peers. Teachers can share in PLC meetings which strategies and resources are effective for them, and they can work together to adapt strategies and resources to fit the needs of their students.

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

For our long-term goal, we want teachers in grades K-6 to increase their proficiency in using a variety of resources--including but not limited to digital content--to differentiate instruction in order to increase student achievement in both Reading and Math, as evidenced by a reduction in the percentage of students scoring at the Novice level on the KSA assessment or below the 25th percentile on the IOWA. For our short-term goals, we want teachers in grades K-6 to effectively use researchbased resources every day to reduce the overall school Novice score in Reading by 25% and in Math by 30% on the 2025-2026 KSA assessment and to reduce the number of students scoring below the 25th percentile on Reading and Math on the IOWA. To accomplish this, teachers will need to continue to find and/or develop new resources to teach the standards, share teaching resources and strategies, and use assessment tools to ensure the activities and resources are aligned to and effectively teaching the standards. 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional

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5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Teachers will be more effective in their teaching practices and students will become more engaged. This will lead to higher levels of mastery by students and will provide an opportunity for teachers to learn new strategies for teaching students in need of intervention. Also, by increasing staff, student, and parent awareness of a variety of effective, engaging resources, we would also be causing them to possibly seek out additional opportunities to engage in learning.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

In addition to analysis of formative assessment measures and universal screeners to assess student learning as a result of proficient use of resources, professional review of resources will be done by grade level teams and shared with the other teams and principal during PLC meetings. Staff members will help their peers become more proficient in the use of new resources. This will be done on a monthly basis so that adjustments may be made when necessary and also so that useful resources may be shared with more staff. The principal will pay particular attention to the use of these resources as he conducts his walk-throughs, informal observations, and formal observations.

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

#### Please describe in detail.

Improved student achievement and teacher efficacy will be the final determinant of success. Formal and informal observations, lesson plan review, and PLC notes will provide evidence that research based resources are being developed and/or used; however, the true measure of success will be the effect the use of those resources has on student achievement. An decrease in the percentage of students scoring at the Novice level in both Reading and Math will be the final proof that effective implementation has been achieved.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All teachers will benefit from professional development geared toward the proficient use of highly engaging resources and boosting student achievement. 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/06/2023 Whitley County North Elementary School

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Many resources are available on-line to research and learn about educational resources designed to increase student engagement, provide remediation, and help teachers enrich and/or differentiate. The primary need will be managing time in order to access materials. Professional development funds will be used as necessary. The required technology is already in place, and since professional development from outside sources is often done remotely, access to other professionals is readily available.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Professional learning communities will be the primary support system for implementing this plan. Teachers will be encouraged to locate helpful resources and then share those resources with their peers. Teachers can share in PLC meetings which strategies and resources are effective for them, and they can work together to adapt strategies and resources to fit the needs of their students.

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

N/A

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## **Attachment Summary**

**Attachment Name** 

Description

Associated Item(s)