



2022-23 Liberty Elementary Phase One: Continuous Improvement

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, Kentucky, 40509
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

Please enter your name and date below to certify.

Lisa Kear

9/25/22



2022-23 Liberty Elementary Phase One: Executive Summary

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?

Liberty Elementary is one of the largest elementary schools in Fayette County. We are located in the very popular and highly populated area of 40509. This area is considered "Hamburg" and known to be a desirable side of town in which to live. In addition to a great deal of shopping, restaurants, hospitals, and entertainment, we have very easy access to the main interstate (I75) as well as Man O'War Blvd and New Circle Road.

Liberty Elementary serves a diverse population of students and families. The following is a snapshot of our school demographics: 51.3% White; 22.1% African American; 12.6% Hispanic or Latino; 14% Other Currently we have 44.3% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Our EL population is 18% of total population and Special Ed students make up 13.5% of our total population. Our dedicated staff consists of a leadership team which includes the Principal and Assistant Principal in collaboration with the Special Education facilitator, the RtI coach, the Child Guidance Specialist, a full time Family Resource Center Coordinator and two full-time District Mental Health Specialists. Beyond our leadership team, we have 30 homeroom teachers, six full time exceptional child educators, 2 EL teachers, an 8 member Intervention Team offering Reading Recovery, Math Recovery, RISE and other research-proven programs. We also have 1.5 speech language pathologists, an occupational therapist, and a school psychologist. The following is a snapshot of our school demographics: 55.1% White; 20.3% African American; 11.1% Hispanic or Latino; 13.5% Other Currently we have 38.44% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Liberty Elementary serves a diverse population of students and families.

The demographic make up of our staff is not as diverse as our student population. The demographics of our community fall in line with the demographic of the city of Lexington.

Being a school of this size creates it's own challenges. Being a school where 44.3% of our students qualify for free/reduced lunch but receiving NO Title funding, creates a barrier. The large percentage of students who qualify for F/R lunch is over 300 students. There are some schools in our district that are not even that large and here we have an entire population of students in our building who do not benefit from Title services. This is like having a low SES school inside a non-SES school.

Another challenge we are experiencing is the large number of students with special needs. We have the the highest number of students with Autism in the district. Our students with disabilities make up 13.5% of our population. This is 98 students. To meet the needs of these students we have a robust Special Education staff as well as an MSD unit in house that is at capacity. In addition to the large number of students with Autism, many of them also have a significant cognitive impact.

School's Purpose

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

The purpose of Liberty Elementary in this 21st century is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

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.

Liberty Elementary has continued to improve in many ways since we opened in 2008. We have developed two very strong programs in our school. We have a traditional route for students to follow as well as a Spanish Immersion route. Our academic indexes have improved overall with different areas becoming a focus each year.

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.

The improvement plan was created using information from the 21-22 KSA data. Since Liberty is labeled at a TSI school with a discrepancy among our students with disabilities, a deep dive into the individual student data was the necessary and obvious starting point. From there, programs used in the resource rooms were evaluated, IEPs were reviewed looking for consistency between labels and time given in resource room vs inclusion. To create our improvement plan, we also looked at the process used for providing accommodations to these students.

Part of our work to create an improvement plan also looked at individual students and noted those with a significant cognitive delay to those in the MSD classroom who are on an alternate assessment plan.

We also looked at the individual students who have placement in the MSD classroom. We specifically looked at their specific disabilities, and their scores on the alternate assessment.

Additional Information

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

There is no additional information to share at this point.



2022-23 Liberty Elementary Phase Two: The Needs Assessment

2022-23 Phase Two: The Needs Assessment for Schools

Liberty Elementary
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2585 Liberty Rd
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United States of America

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.

SBDM Council members include parents, Cetewayo Rashid, Marci Kloiber and Katie Harshman. Teacher members include Scott Peterson, Stephanie Hatfield and Sara Palmer. The principal is Lisa Kear, Assistant Principal is Melissa Flannery and the SBDM secretary is Veronica Frisby. Leadership team includes principal, Lisa Kear, AP Melissa Flannery, Child Guidance Specialist Bethany Dewsnap, MTSS Lead Kara Burton, Family Resource Center Coordinator Laura Livesay and DMHS Nicola Muniz and Alaina Bailey. All school data is reviewed by certified staff as assessments are completed. RtI staff review all progress monitoring data monthly. All grade level teams meet weekly to review formative and summative assessments. SBDM is informed and consulted of assessment data (MAP, KPEP and Intervention) as well as behavior data (PBIS) on a regular basis. The leadership team meet and analyze all data as well.

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?

Our goals from last year included increasing combined Reading and Math scores for all students, increase overall Science scores and increase the number of African American students performing proficient/distinguished in Reading and Math.

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.

When analyzing KPREP data over the past two years (keep in mind, KPREP data from 20-21 is not valid). However, we have seen the following trends: 1.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.




When analyzing PBIS behavior data from last year to these year, we see the following trends at this time: 1. we have fewer ODRs this school year. Last year at this time 98.80% of students had 0-1 ODRs. This year we have 99.21% of students with 0-1 ODRs. This school year we have implemented a school-wide behavior monitoring system. We were aware that this system would not eliminate some behaviors, we did hope that it would decrease our ODRs. The data shows that it has help to decrease some behaviors. 2. our suspension rates have also decrease. Last year at this time, we had suspended students for a totale of 1.5 days. This year

we have suspended students for an average of .71 days. As we see our behavior write-ups decrease the severity of the behaviors has also decreased, which has led to a decrease in the number of suspensions and the amount of time students are suspended.

Last year, our students took the KSA assessment at the end of the school year. It was the first year of this test, so our data from that assessment is considered our baseline data. After analyzing this data, we see that 50.0% of our students are either proficient or distinguished in reading. However, only 40.1% of students are proficient or distinguished in math. We understand that we have to plan for this discrepancy in reading and math scores. The percentage of students scoring novice in Social Studies was 41.2% and only 14.5% scoring distinguished. This information lets us know that social studies content must be taught in all grade levels, even though it is only assessed in fifth grade. In comparison, our science scores show that only 8.8% scored novice but only 5.6% scored distinguished. Both science and social studies have to be taught and formatively and summatively assessed at each grade level.

ATTACHMENTS

Attachment Name

-  21-22 August - September PBIS Behavior Data
-  22-23 August-September PBIS Behavior data
-  Liberty KSA Scores

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

Our greatest area of weakness is our students with disabilities. We still have weakness in combined reading and math, science/social studies/writing. Although we have last year's scores for comparison, we are not comparing the impact of COVID and the fact this was the first time students took this test electronically. Also,

the social studies test was over the new social studies standards and there was not a year to collect benchmark data on these new standards and the test.

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.

Our English Learners Progress Indicator was considered High/Green at 64.8

Our Quality of School Climate and Safety Indicator was considered High/Green at 77.8.

We believe by being in the building every day without the threat of isolation or quarantine, social distancing and mandatory masks, we will automatically see an increase in all our scores. We believe the results of our Quality of School Climate and Safety Indicator show we are doing the right things and encouraging students like we should.

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.

We will focus more intentionally on data from formative assessments and the follow through with how this information changed instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 August - September PBIS Behavior Data	This data shows last school year's behavior data.	• 4
 22-23 August-September PBIS Behavior data	This document shows our behavior data from the current school year	• 4
 Liberty Key Core Element	Template required in CSIP doc.	•
 Liberty KSA Scores	This graphic compares each subject assessed and our scores	• 4
 Liberty School Key Elements	7. description and evidence of using the School key elements	•

Liberty Elementary's Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in **Reading**

- By 2025, **Liberty Elementary** will increase Reading proficient and distinguished level to 82% as measured by KSA. Current level is 69%.

State Assessment Results in **Math**

- By 2025, **Liberty Elementary** will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 59%.

State Assessment Results in **Science**

- By 2025, **Liberty Elementary** will increase Science proficient and distinguished level to 76% as measured by KSA. Current level is 62%.

State Assessment Results in **Social Studies**

- By 2025, **Liberty Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 53%.

State Assessment Results in **Combined Writing**

- By 2025, **Liberty Elementary** will increase Combined Writing proficient and distinguished level to 81% as measured by KSA. Current level is 68%.

Achievement Gap

- By 2025, *Liberty Elementary* will decrease Novice in **Reading and Math** to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

English Learner Progress

- By 2025, *Liberty Elementary* will grow 100% of **EL students** by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, *Liberty Elementary* will increase the quality of school climate and safety index to % as measured by KSA. Current level is %.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Liberty Elementary will increase P/D in Reading to 71%.</p> <p>By 2023, Liberty Elementary will increase P/D in Math to 61%.</p>	<p>By 2024, Liberty Elementary will increase P/D in Reading to 75%.</p> <p>By 2024, <i>Liberty Elementary</i> will increase P/D in Math to 65%.</p>	<p>By 2025, Liberty Elementary will increase P/D in Reading to 82%.</p> <p>By 2025, <i>Liberty Elementary</i> will increase P/D in Math to 72%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Liberty Elementary will increase P/D in Science to 64%.</p> <p>By 2023, Liberty Elementary will increase P/D in Social Studies to 55%.</p> <p>By 2023, Liberty Elementary will increase P/D in Combined Writing to 70%.</p>	<p>By 2024, Liberty Elementary will increase P/D in Science to 67%.</p> <p>By 2024, Liberty Elementary will increase P/D in Social Studies to 57%.</p> <p>By 2024, Liberty Elementary will increase P/D in Combined Writing to 74%.</p>	<p>By 2025, Liberty Elementary will increase P/D in Science to 76%.</p> <p>By 2025, Liberty Elementary will increase P/D in Social Studies to 60%.</p> <p>By 2025, Liberty Elementary will increase P/D in Combined Writing to 81%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Liberty Elementary will increase the overall combined score in reading and math among students with disabilities from 29.8% to 32%.</p>	<p>By 2024, Liberty Elementary will increase the overall combined score in reading and math among students with disabilities from 32% to 36%.</p>	<p>By 2025, Liberty Elementary will increase the overall combined score in reading and math among students with disabilities from 36% to 43%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Liberty Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 64%.	By 2024, <i>Liberty Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Liberty Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 	<ol style="list-style-type: none"> 1. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery 2. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments. 3. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments Winter 2022 MAP Data (School level, grade level, sub-groups)</p>	*No additl. funding needed

<p>Science, SS, Writing</p>	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 	<ol style="list-style-type: none"> 1. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery 2. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments. 3. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders 	<p>Winter 2022 MAP Data (School level, grade level, sub-groups</p> <p>Spring 2023 MAP Data (School level, grade level, sub-groups</p> <p>22-23 KSA Data</p> <p>Common Assessments (both formative, summative and common district assessments</p>	<p>*No Addtl. Funding needed</p>
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Achievement Gap	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 	<ul style="list-style-type: none"> ● Staff Learning/PD ● Teacher Clarity ● Standards Check Off for Math and Reading-checking for coverage as well as Mastery ● Staff PD Special Education 101 (Kim Cooper and Tanya Sturgill) ● Specific PD for accommodators in Jan. 2023 -provided by Sped Staff and BACs ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with Special Ed Resource teachers and gen ed teachers for differentiation support. ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Intentional assignment of Co-teaching minutes vs Resource Room minutes to ensure students are exposed to grade level content ● Assignments of accommodators in Jan. to build relationship with student. ● Good Faith Effort ● Goal Setting 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	

English Learner Progress	<ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction 	<ul style="list-style-type: none"> ● Staff Learning/PD ● EL PD w/ Best Practices shared ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with G/T Resource Teacher for enrichment. ● Intentional Planning and collaboration with gen ed teachers for support. ● Intentional collaboration with Intervention staff ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Small group Reading and Math blocks identified in Master Schedule for each grade level. ● MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders ● Push-In Model to reach as many students as possible and protect Tier 1 time and exposure to grade level content and same-aged peers.. 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	No addtl, funding needed

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	<p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>4. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>5. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>6. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p>	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments Winter 2022 MAP Data (School level, grade level, sub-groups)</p>	*No additl. funding needed

<p>Science, SS, Writing</p>	<p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>4. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>5. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>6. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p>	<p>Winter 2022 MAP Data (School level, grade level, sub-groups</p> <p>Spring 2023 MAP Data (School level, grade level, sub-groups</p> <p>22-23 KSA Data</p> <p>Common Assessments (both formative, summative and common district assessments</p>	<p>*No Addtl. Funding needed</p>
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Achievement Gap	<p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<ul style="list-style-type: none"> ● Staff Learning/PD ● Teacher Clarity ● Standards Check Off for Math and Reading-checking for coverage as well as Mastery ● Staff PD Special Education 101 (Kim Cooper and Tanya Sturgill) ● Specific PD for accommodators in Jan. 2023 -provided by Sped Staff and BACs ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with Special Ed Resource teachers and gen ed teachers for differentiation support. ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Intentional assignment of Co-teaching minutes vs Resource Room minutes to ensure students are exposed to grade level content ● Assignments of accommodators in Jan. to build relationship with student. ● Good Faith Effort ● Goal Setting 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	

English Learner Progress	<p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p>	<ul style="list-style-type: none"> ● Staff Learning/PD ● EL PD w/ Best Practices shared ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with G/T Resource Teacher for enrichment. ● Intentional Planning and collaboration with gen ed teachers for support. ● Intentional collaboration with Intervention staff ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Small group Reading and Math blocks identified in Master Schedule for each grade level. ● MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders ● Push-In Model to reach as many students as possible and protect Tier 1 time and exposure to grade level content and same-aged peers.. 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	No addtl, funding needed

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	<p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>7. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>8. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>9. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p>	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments Winter 2022 MAP Data (School level, grade level, sub-groups)</p>	*No additl. funding needed

<p>Science, SS, Writing</p>	<p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>7. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>8. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>9. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p>	<p>Winter 2022 MAP Data (School level, grade level, sub-groups</p> <p>Spring 2023 MAP Data (School level, grade level, sub-groups</p> <p>22-23 KSA Data</p> <p>Common Assessments (both formative, summative and common district assessments</p>	<p>*No Addtl. Funding needed</p>
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Achievement Gap	<p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<ul style="list-style-type: none"> ● Staff Learning/PD ● Teacher Clarity ● Standards Check Off for Math and Reading-checking for coverage as well as Mastery ● Staff PD Special Education 101 (Kim Cooper and Tanya Sturgill) ● Specific PD for accommodators in Jan. 2023 -provided by Sped Staff and BACs ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with Special Ed Resource teachers and gen ed teachers for differentiation support. ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Intentional assignment of Co-teaching minutes vs Resource Room minutes to ensure students are exposed to grade level content ● Assignments of accommodators in Jan. to build relationship with student. ● Good Faith Effort ● Goal Setting 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	

English Learner Progress	<p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p>	<ul style="list-style-type: none"> ● Staff Learning/PD ● EL PD w/ Best Practices shared ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with G/T Resource Teacher for enrichment. ● Intentional Planning and collaboration with gen ed teachers for support. ● Intentional collaboration with Intervention staff ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Small group Reading and Math blocks identified in Master Schedule for each grade level. ● MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders ● Push-In Model to reach as many students as possible and protect Tier 1 time and exposure to grade level content and same-aged peers.. 	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	No addtl, funding needed

Progress Monitoring

January, 2023 March, 2023: June, 2023

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](#)