

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.

Leigh Ann McLaughlin



2022-23 Phase One: Executive Summary

2022-23 Phase One: Executive Summary for Schools

Southern Elementary School
Leigh Ann McLaughlin
340 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

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?

Southern Elementary is a suburban school with 491 students. The school turns 52 years old this year and many generations have come and gone through its doors. It is a neighborhood school that serves 70% low income student population. For the last 3 years Southern has been a low performing school with somewhat of a transient population. We have outstanding family involvement as evidenced by the numbers of families that come to our monthly Title I Family Nights. The Southern PTA is incredibly supportive of our schools initiatives and provides funding when available. Southern is a Title I school which allows our students to be instructed by additional high quality teachers in reading

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 mission of Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To meet this goal, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships.

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.

Achievement: notable transition from in person learning to distance learning, PBIS progress and 98% of students in Tier I for behavior. Gold status in district PBIS designation Areas improvement: Tier I instruction in reading and math; reducing novice in reading and math

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.

Share KSA data with staff and families, invite staff to participate with the Planning and Improvement SBDM Committee as the CSIP is developed and refined. To address low performance we have refined practices to identify low performing students and create multi tiered intervention plans to improve achievement.

Additional Information

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

NA



2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

Southern Elementary School
Leigh Ann McLaughlin
340 Wilson Downing Rd
Lexington, Kentucky, 40517
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.

Our needs assessment process had participants made up of parents, teachers, SBDM council, instructional leadership team. Parents are given a survey 2 x year; teachers meet at least weekly in PLC meetings; SBDM council meets 1 x month; instructional leadership team meets at least once a month. These teams meet regularly to review and analyze current school data (attendance, behavior, achievement) and work to utilize data to impact attendance, behavior, and achievement.

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?

There was some success with the CSIP goals and objectives last year. As we battled constant COVID testing and quarantining classrooms, some of the activities were not completed due to COVID logistics. We will use many of the same activities we identified last year for this year's plan.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Through committed and dedicated staff, families, and the local community, we've seen a significant increase in positive behavior at school. With consistent and tight expectations from grade level to grade level and room to room, our students can actively learn in a safe and non-disruptive classroom which maximizes the teacher's time on instruction. We continue to target student growth goals as a significant indicator of student success throughout the year. Our safety net supports and intervention services are showing a positive impact on student learning.

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.

MAP Reading Data Winter 2020: 55% of all students were high achievement / high growth and 20% of all students were low achieving/low growth. One of the groups we continue to focus on is students who are African American. Out of 149 AA students, 50% of students scored in the high achieving, low growth or high achieving high growth which matches the overall school data. 17% of AA students had low achievement and low growth compared to the school wide data. We've seen substantial progress in terms of growth from our AA group but there are still 50-75

students who need significant support from teaching staff to ensure those children make one year's worth of growth. MAP Math Data Winter 2019: 50% of all students were high achievement/high growth. With a continued focus on the group of students who are African American, out of 150 students, 46% of students scored in the high achievement/low growth or high achievement/high growth. 13% of AA students fell in the low achievement/low growth quadrant. The highlight of this MAP data is the significant growth within AA students. Teacher attendance through December 2019 was 95%. Student attendance through December 2019 was 94%. The number of behavior referrals significantly decreased from August 2019 to March 2020 and there was less than 3% of students in Tier 3 behavioral interventions.

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.

18% of all students were low achievement/low growth on 2020 winter MAP math.

20% of all students were low achievement/low growth on 2020 winter MAP reading.

17% of AA students were low achievement/low growth on 2020 winter MAP reading.

13% of AA students were low achievement/low growth on 2020 winter MAP math.

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.

100% of teachers have received training in the district reading program and math program as of Summer 2020. 100% of teachers have received training on the KAS revisions and how those revisions impact our every day instruction. 100% of teachers have received training on Teacher Clarity and Success Criteria.

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.

The Key Elements is uploaded at the bottom of eProve

ATTACHMENTS

Attachment Name



Southern Elem School Key Elements

Southern 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, **Southern Elementary** will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 28%.

State Assessment Results in Math

- By 2025, **Southern Elementary** will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 37%.

State Assessment Results in Science

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

State Assessment Results in Social Studies

- By 2025, **Southern Elementary** will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 39%.

State Assessment Results in Combined Writing

- By 2025, **Southern Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

English Learner Progress

- By 2025, **Southern Elementary** will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, **Southern Elementary** will increase the quality of school climate and safety index to 82% as measured by KSA. Current level is 75.7%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will increase P/D in Reading to 39%.	By 2024, Southern Elementary will increase P/D in Reading to 50%.	By 2025, Southern Elementary will increase P/D in Reading to 61%.
By 2023, Southern Elementary will increase P/D in Math to 43%.	By 2024, Southern Elementary will increase P/D in Math to 50%.	By 2025, Southern Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will increase P/D in Science to 55%.	By 2024, Southern Elementary will increase P/D in Science to 58%.	By 2025, Southern Elementary will increase P/D in Science to 61%.
By 2023, Southern Elementary will increase P/D in Social Studies to 46%.	By 2024, Southern Elementary will increase P/D in Social Studies to 54%.	By 2025, Southern Elementary will increase P/D in Social Studies to 61%.
By 2023, Southern Elementary will increase P/D in Combined Writing to 53%.	By 2024, Southern Elementary will increase P/D in Combined Writing to 56%.	By 2025, Southern Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will decrease novice in Reading to 31%.	By 2024, Southern Elementary will decrease novice in Reading to 23%.	By 2025, Southern Elementary will decrease novice in Reading to 14%.
By 2023, Southern Elementary will decrease novice in Math to 36%.	By 2024, Southern Elementary will decrease novice in Math to 25%.	By 2025, Southern Elementary will decrease novice in Math to 14%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.	By 2024, Southern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Southern Elementary 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 \(TSI\)](#) - Southern Elementary

Year 1 Focus Areas

PLC

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Plan, Do, Study, Act Framework with data analysis of weekly formative assessments	PLC Observations	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP3	Process - Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment or reteach, formative weekly assessments, unit assessments.	PLC Observations Grade Level Data Sheets Grade Level Assessments	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP4	Process - Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (start with ELA standards).	Grade Level Data Sheets	
Progress Monitoring				

Instructional Delivery

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap	KCWP2	Developing process to ensure students have and understanding of learning expectations (learning intentions) and know the criteria for success.	PLC Meetings Classroom Observations	
Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap	KCWP2	Plan and implement active student engagement strategies (intentional planning of engagement activities by grade level teams with KAGAN strategies	Classroom Observations & Walk throughs Grade Level Plans	
Achievement Gap	KCWP5	Leadership and teachers positively reinforce desired behaviors across school settings	Classroom walkthroughs Dojo data eOS and IC Behavior data	
Achievement Gap	KCWP5	Ensure appropriate academic interventions are taking place to meet the needs of all students.	MTSS Data MTSS Meeting Minutes Intervention Walkthroughs	

Allocation of Resources

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap	KCWP5	Condition - Allocate human resources and modify master schedule to better meet the needs of African American and Latino students so that teachers are: <ul style="list-style-type: none"> - Teaching smaller interactive groups - Teaching in multiple ways - Providing feedback - Teaching self regulation and self monitoring 	Master schedule Intervention Schedules	District Staffing Allocation (additional teacher)
<u>Progress Monitoring</u>				

Quality of School Climate and Safety

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP6	Ensure expectations of students are clearly defined and group norms have been established in the classroom and school <ul style="list-style-type: none"> - Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school 	Beginning of school plans Midyear plans Morning News Show	
Quality of School Climate and Safety	KCWP6	Ensure implementation of SEL practices <ul style="list-style-type: none"> - Weekly instruction in mindfulness of traits such as compassion and empathy - Monthly PBIS celebrations/recognitions - Small group instruction with using Zones of Regulation 	EOS System Monthly behavior reports	
Quality of School Climate and Safety	KCWP6	Ensure effective implementation of anti-bullying policies and procedures	Beginning of school year plans Use of EOS system PLP Monthly behavior reports	
Quality of School Climate and Safety	KCWP6	Ensure that classrooms operate within the school's guidelines of cultural responsiveness <ul style="list-style-type: none"> - Morning announcements and monthly celebrations with recognition of 	Morning Announcements Library Catalog	\$5000 Title I

		achievements within diverse cultures - Intentional purchase of Diverse school library books and resources		
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Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				