



2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Boston Elementary School
Carolyn S Lawson
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

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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.

Please enter your name and date below to certify.

Mrs. Carolyn Lawson 9-8-2022



2022-23 Phase One: Executive Summary for Schools

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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?

Boston Elementary is a unique and wonderful educational facility nestled in the shadows of Pine Mountain in southern Whitley County. Boston Elementary School is home to 196 students of the Whitley County School District. While we are a Title I school with 88.9% of our students considered economically disadvantaged (qualifying for free and reduced lunch), we do not focus on that. We strive to move forward and not let our status define us. To meet the needs of our students, we currently have 19 certified staff members (10 homeroom teachers, 3 special education teachers, 1 speech pathologist, 2 intervention specialist (1 RTA/CIM teacher & 1 Math teacher), 1 Librarian/Media Specialist/VPA teacher, and 1 Physical Education teacher, 1 Principal, 4 instructional assistants, 1 Family Resource personnel, 1 secretary/bookkeeper, 3 custodians, 5 Food Service personnel, 1 school counselor, and 1 school nurse. Our current enrollment of 196 is made up of 92 male and 104 female students ranging from preschool to sixth grade. One unique feature of our school is that the preschool program is located in the same building as Kindergarten through sixth grade classrooms. This configuration creates a sense of family and unity which supports a smooth transition for preschool students into the K-6 program at our school. Students at Boston Elementary are the focus of everything we do. Our goal is to educate, support, and love each and every student that enters our school. Our students come from backgrounds that are as different as the ever changing mountains that surround our campus. Each child enters with their own set of struggles and challenges that range from economically disadvantaged needs to educational needs. With that said, each child also brings with them their own set of unique strengths and dreams that range from being an excellent reader to dreaming of becoming a college graduate. It is our goal and desire to foster the needs and strengths of our students and to provide them the education and support that they will need to be successful. The experience level of the staff at Boston Elementary is the key to the success of our students. Each teacher in our building is a highly qualified teacher. Of the 19 certified staff members, 13 are veteran teachers with teaching experience that ranges from 5 years to 28 years. Many Boston teachers have continued their education beyond Bachelor's and Master's degrees. Those who have less than 5 years are working tirelessly to become the best educator possible in their academic areas. There is no doubt that our entire staff teaching staff continues to improve and have an impact on the success of our students. Another unique feature of our school is that it is surrounded by a community that is caring and supportive in regards to the educational endeavors that our students are provided. Our community is often considered to be an economically disadvantaged area. While many of our students come from homes that are considered economically disadvantaged, that does not stop our parents and stakeholders from supporting our school with their involvement. Each parent, grandparent, aunt, uncle, cousin, and community member celebrate the successes of Boston Elementary. The pride and dedication to

this school from our community is remarkable. Our school and community are like one big family. We celebrate successes, address areas of need, and strive for improvement. The surrounding community is made up of former Boston students and life long residents who remember a time when our school was not progressing. That feeling of being on the bottom or not "as good as" other students drives the students, staff, and community to constantly seek new strategies, activities, and ideas that will promote the strengths and successes of our students, our school, and our community. We are very fortunate to have the parent and community support that we do. Boston Elementary is truly a treasure of our community.

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.

Boston Elementary is dedicated to the success of all students. We believe that all students have the right to an education that will prepare them for success in any endeavor that they embark upon. Students come first at Boston Elementary. Too often students, as well as adults, want to make excuses for not reaching a goal or not being successful. That is why we strive to instill a sense of grit and never give up in our students, staff, and community. We constantly remind our students that they must work diligently each day to change things that are obstacles to our success. Our mission at Boston Elementary is to prepare every student to be successful in the 21st Century in his or her personal, academic, and professional life. That mission drives the instructional practices that we enforce in our classrooms each day. The vision of our school is that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in all content areas as well as in fine arts, physical education, health education, and career studies. Our programs are based on the mission and the vision statement. To foster success and to support our mission and vision, we participate in many programs that are focused on student improvement and increased student achievement. Our programs include Early Interventions in Reading (Read to Achieve teacher) & in Math (math intervention), Title I, RTI (Response To Intervention), a Gifted and Talented program, the Save The Children (STC) program (both in school and after school), and the 21st Century Program. The Read To Achieve is an intense reading intervention program focused on primary students. Read To Achieve has two components: Reading Recovery and CIM (Comprehensive Intervention Model). Reading Recovery is an intense individualized program designed to accelerate reading growth in selected first grade students. CIM is a program geared toward utilizing reading strategies in a small group setting to enhance reading proficiency for intervention students. Math Intervention provides intense math support for students who need it. Title I services our students who are performing below the 30th percentile and Novice on MAP and STAR testing. The intervention specialist works with groups of students during Focused Instructional Groups and individually in small group settings. During the intervention sessions, the teacher pinpoints the needs of each student and works to address the needs of each student. The RTI (Response To Intervention) is a program that is established in each classroom. The classroom teachers address the needs of individual students through small group

instruction and progress monitoring. As the teacher works with students, they are progress monitored each week to track progress. If progress is taking place, the student will eventually be exited from RTI. If progress is not taking place, the teacher will change intervention strategies, progress monitor further, or move that student to the next tier to be tested for special education. The Gifted and Talented program is in place to address the needs of those students who are classified as gifted and talented. Teachers provide services within the classroom to meet the needs of these students. In addition, the Board of Education has also put into place an outreach program for gifted and talented. Each month, the Gifted and Talented Coordinator works with the gifted and talented students on projects that provide enrichment for those students. Our staff, both at the school level and the district level, have high expectations for all students. We provide a learning environment that allows all students to reach their highest potential. We strive to foster an environment that nurtures the desire to improve every day. The staff is constantly analyzing data to eliminate gaps in academic achievement levels and implementing strategies that will continue to enhance the learning experiences of all students at Boston Elementary.

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.

Our most notable achievements, during COVID-19 pandemic, is our 100% Participation Rate in all areas on the Kentucky Summative Assessments in 2020-2021. Our rate of participation surpassed that of the state in all tested areas. In Reading, a higher participation rate of 100% compared to the state rate of 89.2%; a difference of 10.8%. In Math, a higher participation rate of 100% compared to the state rate of 89.2%; a difference of 10.8%. In Science, a higher participation rate of 100% compared to the state rate of 89.1%; a difference of 10.9%. In Writing, a higher participation rate of 100% compared to the state rate of 88.0%; a difference of 12.0%. In addition, we saw a slight increase in the number of students scoring distinguished in Writing (4.3% in 2021 compared to 0% in 2019 - and increase of 4.3%). We also saw an increase in the percentage of students showing Kindergarten readiness (48.1% in 2021 compared to 39.1% in 2019 - an increase of 9%). Two other notable achievements were that our 5th Grade READING P/D% out performed both the district by 4.0% (our 47.8% compared to the district 43.8%) and the state by 2.8% (our 47.8% compared to the state 45.0%). Likewise, our 6th Grade MATH P/D% out performed both the district by 3.9% (our 31.3% compared to the district 27.4%) and the state by 2.7% (our 31.3% compared to the state 28.6%). Our most notable achievements that we have had within the last three years, pre COVID-19 pandemic, is our 2018-2019 FOUR STAR rating with an overall score of 75.5! Our 2018-2019 school profile showed the following data: Proficiency: 86.7, Separate Academic Indicator: 72.7; and Growth: 66.4. We saw an increase from the 2017-2018 school year in those areas (Proficiency increased from 81.3 in 2018 to 86.7 in 2019 which is an increase of 5.4; Separate Academic Indicator increased from 68.3 in 2018 to 72.7 in 2019 which is an increase of 4.4; Growth increased from 17.8 in 2018 to 66.4 in 2019 which is an increase of 48.6). Our three year data analysis has shown both

improvements and areas that still need attention. Upon examining our Proficiency rates for the 2018-2019 assessment data, the areas that we have seen improvements in were Reading, Math, Social Studies, and Writing. Our most notable improvement was in the area of Writing. Our Writing increased from 20.8% in 2018 to 50.0% in 2019. Reading increased from 65.5% in 2018 to 67.3% in 2019. We credit that increase to the fact that we decreased the number of students scoring novice (9.5% in 2018 to 7.1% in 2019). Math increased from 56.9% in 2018 to 68.1% in 2019. We saw a decrease in the number of students scoring novice (9.5% in 2018 to 4.4% in 2019). Additionally, we saw an increase in the number of students scoring proficient/distinguished (56.9% in 2018 to 68.2% in 2019). Social Studies increased from 50.0% in 2018 to 61.1% in 2019. We saw a decrease in the number of students scoring novice (8.3% in 2018 to 5.6% in 2019) and we noted an increase in the number of students scoring proficient/distinguished. While these improvements are celebration worthy, we did note that our Science was an area of need. Science decreased from 44.4% in 2018 to 32.4% in 2019. We discovered that this decrease was a result of more students scoring novice/apprentice (55.6% in 2018 / 67.7% in 2019) than proficient/distinguished (44.4% in 2018 / 32.4% in 2019). In addition, our Kindergarten readiness also showed an improvement. Our 2018-2019 data showed 43.8% ready compared to 33.3% in 2017-2018. The 2018-2019 K-PREP data shows that our scores increased in all areas (reading, math, social studies, and writing), except science. While we did see a dip in our science scores, our staff is working diligently to improve educational opportunities and increase the rigor of instruction in our classrooms. We are seeking an improvement in Proficiency, Separate Academic Indicator, and Growth areas to maintain or increase our scores each year. Throughout the upcoming years, we will be implementing several changes to foster improved overall performance. Some changes that are and will be implemented include: increasing our focus on literacy to enable literacy rich classroom environments, scrimmage testing, PLC meetings, data analysis, and continuing writing across the curriculum. We will continue to utilize our data room to maximize the benefits outcome it will have on student learning and student achievement. This room is used for analyzing all student data, both academic and non-academic data (such as attendance and behavior). We meet in the data room once a week to discuss data and make plans for improvement. Our Save The Children (STC) program/partnership is allowing us to provide quality resources to our students to promote literacy and the importance of family engagement activities as a way to ensure student improvement and success. The Save the Children in school and after school programs will be utilized throughout the year to increase student achievement with a focus on reading and the various genres to cross all content areas. In addition to our Save the Children after school program, we will also utilize our 21st Century program (before and after school) to provide even more interventions and enrichment opportunities for our students. Our Family Resource Center has implemented The Backpack program. Students are provided a backpack home with them on Friday full of food that can be easily prepared; therefore students are not going hungry and are better prepared to learn. In addition, the Family Resource Center continually works with our community partners to provide and meet the needs of our economically disadvantaged students.

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.

NA

Additional Information

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

Boston Elementary is a school that is dedicated to our students. We focus on improving the educational and student centered opportunities that are afforded to our students. One component of our school that is key to our success is our parent and community stakeholders. Our parent support is paramount to the success of our students and our school. Parent and community involvement in our school is exemplified in such settings as parent teacher conferences, sporting events, academic events, parent engagement workshops, grade level meetings, family reading nights, family math nights, parent and school communication (via Class Dojo, remind, Blackboard connect, and our webpage), and our school PTO. We are very fortunate to have the parent and community involvement and support that allows our students to benefit and experience student growth and success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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. 7-2-22

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current 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 current 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 prior 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)
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2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

Boston Elementary School
Carolyn S Lawson
3291 Highway 1804
Williamsburg, Kentucky, 40769
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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.

Our process for reviewing, analyzing, and applying data results to determine our priorities is a school wide endeavor. Our process includes a variety of formats that include review by grade level teams, review by our whole school team, and review by out district/school team meetings. Once test results from STAR, MAP, and KSA are available, we begin our review by breaking up into grade level teams. Each grade then reviews the test results for their specific grade. During the review, each team will compare results to identify celebration points, areas of need, and trends that will need to be addressed. In addition, each team discusses strategies to utilize to foster continued student achievement, to address the areas of concern, and reasons for the trends that they identify. After each team completes their analysis, then we come back together as a whole school team. At this time, each team will present their findings to the whole group. We then address any issues that may be school wide. Once these two processes are complete, we then begin our district/school team meetings. We conduct our district/school team meetings in our weekly PLC (Professional Learning Community) meetings. During the weekly PLC meetings,

we address our area(s) of need, review current student performance data, and strategically develop a plan outlining how we will address the needs of each student and our school as a whole. We focus on continuous improvement by following the PDSA (Plan-Do-Study-Act) protocol. Our PLC agendas note our discussions, concerns, plans, and celebrations. Our school team includes all certified staff in our building (Carolyn Lawson, principal; Michael Mays, Kaylee Akins, Tammy Fuson, Amy Walters, Megan Ellis, Madison Canada, Chris Johnson, Heather Roaden, Genia Rose, Janel Cupp, Mary Haddix, Ginger Downs, Maria Johnson, Maylan Branham, Kayla Fuson, Tiffany Smith, Lashea Myers, Kim Douglas). Our district team includes all members of the WCBOE instructional team (Paula Rickett, Deputy Superintendent; Kim Creekmore, Ruth Osborne, Heather Stewart, Laurel Bowlin, Benjamin Croley, Tammie Baird, Kellie Anderson). Our SBDM members include Principal: Carolyn Lawson; Teacher Representatives: Chris Johnson, Mary Haddix, Heather Roaden; Parent Representatives: Kimberly Gilreath and Joann McGhee).

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?

The goals, objectives, strategies, and activities for the 2021-2022 Comprehensive School Improvement Plan were implemented throughout the 2021-2022 school year in all grades. Teachers & staff utilized all available resources to deliver rigorous instruction that promoted student achievement. Teachers collaborated during PLC meetings to analyze instructions to pinpoint student growths & student needs. We as a school focused on student achievement and growth.

We feel that our goals, objectives, strategies, and activities were overall successful.

We do, however, recognize that we still have areas of need. The KSA 2021-2022 test data will be utilized to evaluate and refine all aspects of our 2022-2023 Comprehensive School Improvement 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.

Our **Trends** as indicated on the 2021-2022 KSA test data is indicated below. The data reveals that we need to focus on moving students out of the Novice category and into higher performance categories. We also need to focus on our Writing to ensure that we increase the number of students scoring Proficient and/or Distinguished.

2021/2022 Kentucky Summative Assessment Data Trends for READING:**3rd Grade:**

- Reading- 20/21 and 21/22 school scores were lower than district scores (20/21 - 40.4% / 21/22 - 59%)
- From 20/21 to 21/22 school year we saw growth in the proficient (21.8% -> 32%) and distinguished (14.9% -> 16%) areas.

4th Grade:

- Both years, we fell roughly around 5% less than the state and the district with Apprentice and Proficient readers.
- We have doubled the percentage difference in Novice from the previous year (8.8% - 16.1%)

5th Grade:

- Level of Distinguished below both District (-7%) & State (-8%) levels
- Number of Novice (+6%) higher than District level

6th Grade:

- Majority of students are performing in Novice and Apprentice (51) than Proficient and Distinguished (49)
- Novice percentage (23%) is reducing and Apprentice (28%) is increasing which shows student growth compared to previous year Novice percentage (43.6%) and Apprentice percentage (19.8%)

2021/2022 Kentucky Summative Assessment Data Trends for MATH:**3rd Grade:**

- Students scored below district (2.5%) and state (10.6%) levels in 20/21 and 21/22 (district 33% / state 17%) school years.

4th Grade:

- Both years, we fell roughly around 5% less than the state and the district with Apprentice and Proficient readers.
- We have doubled the percentage difference in Novice from the previous year (8.8% - 16.1%).

5th Grade:

- Level of Distinguished below both District (-7%) & State (-8%) levels.
- Number of Novice (+6%) higher than District level.

6th Grade:

- Majority of students are performing Novice and Apprentice (51%) than Proficient and Distinguished (49%).
- Novice percentage (23%) is reducing and Apprentice (28%) is increasing which shows student growth compared to previous year Novice percentage (43.6%) and Apprentice percentage (19.8%).

2021/2022 Kentucky Summative Assessment Data Trends for SCIENCE:**4th Grade:**

- Students scoring Combined Proficient and Distinguished increased by 5% from 20/21 (16.0%) to 21/22 (21.0%).
- Students scoring Novice increased by 3% from 20/21 (8.0%) to 21/22 (11.0%).

2021/2022 Kentucky Summative Assessment Data Trends for SOCIAL STUDIES:**5th Grade:**

- The students scoring Proficient/Distinguished (45.0%) was higher than the state (37.0%) in 21/22.
- The number of students scoring Novice (23.0%) was less than the district (24.0%) by 1.0%.
- The number of students scoring Novice (23.0%) was less than the state (34.0%) by 11.0%.

2021/2022 Kentucky Summative Assessment Data Trends for ON DEMAND WRITING:**5th Grade:**

- The number of students scoring Proficient/Distinguished (0.0%) was less the district (37.0%) by 37.0%.
- The number of students scoring Proficient/Distinguished (0.0%) was less the state (33.0%) by 33.0%.
- The number of students scoring Novice (5.0%) was less than that of the district (10.0%) by 5.0%.
- We have more students scoring Apprentice than any other category.

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.

CURRENT ACADEMIC STATE:

Our 2021-2022 KSA (Kentucky Summative Assessment) data is broken down in subject & grade level tables below to plainly state our current condition (with a school wide comparison of our 2020-2021 and our 2021-2022 data). Each table below illustrates our school's performance as it compares the performances of the district and the state (all data is based on percentages). If a number is preceded by (+), it indicates that our school performed greater than the district or the state. If a number is preceded by (-), it indicates that our school performed less than the district or the state.

The **READING** tables illustrate our total school reading data with our school being compared to the district and the state for the 2020/2021 and the 2021/2022 school years.

The next set of tables illustrate our 2021/2022 Reading data broken down by grade level. The (+) sign indicates that we performed greater than the district or state and the (-) sign indicates that we performed less than the district or state.

READING	20/21 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %
Novice	43.6	34.0	(+) 9.6	43.6	34.8	(+) 8.8
Apprentice	19.8	25.6	(-) 5.8	19.8	23.0	(-) 6.0
Proficient	21.8	28.6	(-) 6.8	21.8	26.2	(-) 4.4
Distinguished	14.9	11.9	(+) 3.0	14.9	13.3	(+) 1.6
Combined Proficient & Distinguished	36.6	40.4	(-) 3.8	36.6	39.5	(-) 2.9

READING	21/22 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %
Novice	23.0	16.0	(+) 7.0	23.0	27.5	(+) 4.6
Apprentice	28.0	25.0	(+) 3.0	28.0	27.3	(-) 0.7
Proficient	34.0	37.3	(-) 3.3	34.0	27.8	(-) 6.2
Distinguished	15.0	21.8	(-) 6.8	15.0	17.3	(-) 2.3
Combined Proficient & Distinguished	49.0	59.1	(-) 10.0	49.0	45.1	(-) 3.9
Index:	66.5					

READING	3rd Grade	21/22 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %	
Novice	37.0	16.0	(+) 21.0	37.0	28.0	(+) 9.0	
Apprentice	16.0	25.0	(-) 9.0	16.0	27.0	(-) 11.0	
Proficient	32.0	35.0	(-) 3.0	32.0	27.0	(+) 5.0	
Distinguished	16.0	24.0	(-) 8.0	16.0	16.0	(-) 2.0	
Combined Proficient & Distinguished	47.0	59.0	(-) 12.0	47.0	45.0	(+) 2.0	
READING	4th Grade	21/22 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %	
Novice	14.0	18.0	(-) 4.0	14.0	29.0	(-) 15.0	
Apprentice	53.0	22.0	(+) 31	53.0	25.0	(+) 28.0	
Proficient	21.0	38.0	(-) 17.0	21.0	29.0	(-) 8.0	
Distinguished	11.0	22.0	(-) 11.0	11.0	17.0	(-) 6.0	
Combined Proficient & Distinguished	32.0	60.0	(-) 28.0	32.0	46.0	(-) 14.0	
READING	5th Grade	21/22 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %	
Novice	23.0	17.0	(+) 6.0	23.0	27.0	(-) 4.0	
Apprentice	23.0	30.0	(-) 7.0	23.0	28.0	(-) 4.0	
Proficient	45.0	37.0	(+) 8.0	45.0	28.0	(+) 17.0	
Distinguished	9.0	16.0	(-) 7.0	9.0	17.0	(-) 8.0	
Combined Proficient & Distinguished	55.0	53.0	(+) 2.0	55.0	45.0	(+)10.0	
READING	6th Grade	21/22 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %	
Novice	24.0	13.0	(+) 11.0	24.0	26.0	(-) 2.0	
Apprentice	20.0	23.0	(-) 3.0	20.0	29.0	(-) 9.0	
Proficient	32.0	39.0	(-) 7.0	32.0	27.0	(+) 5.0	
Distinguished	24.0	25.0	(-) 1.0	24.0	17.0	(+) 7.0	
Combined Proficient & Distinguished	56.0	64.0	(-) 8.0	56.0	44.0	(+) 12.0	

The **MATH** tables illustrate our total school math data with our school being compared to the district and the state for the 2020/2021 and the 2021/2022 school years.

The next set of tables illustrate our 2021/2022 Math data broken down by grade level. The (+) sign indicates that we performed greater than the district or state and the (-) sign indicates that we performed less than the district or state.

MATH	20/21 KSA Data					
	School %	District %	Difference %	School %	State %	Difference %
Novice	31.7	34.4	(-) 5.1	31.7	30.4	(+) 1.3
Apprentice	47.5	42.4	(+) 5.1	47.5	38.2	(+) 9.3
Proficient	14.9	17.6	(-) 2.7	14.9	21.9	(-) 7.0
Distinguished	5.9	5.7	(+) .2	5.9	9.5	(-) 3.6
Combined Proficient & Distinguished	20.8	23.3	(-) 2.5	20.8	31.4	(-) 10.6

MATH	21/22 KSA Data					
	School	District %	Difference %	School %	State %	Difference %
Novice	22.0	17.0	(+) 7.0	17.0	31.8	(-) 14.8
Apprentice	39.0	30.0	(+) 9.0	30.0	29.8	(-) 0.2
Proficient	24.0	38.8	(-) 14.8	38.8	28.3	(+) 10.5
Distinguished	15.0	14.3	(+) .7	14.3	10.3	(+) 4.0
Combined Proficient & Distinguished	39.0	53.1	(-) 14.1	39.0%	38.6	(-) 0.4
Index:	62.2					

MATH	3rd Grade	21/22 KSA Data				
	School %	District %	Difference %	School %	State %	Difference %
Novice	32.0	15.0	(+) 17.0	32.0	32.0	0.0
Apprentice	47.0	31.0	(+) 16.0	47.0	30.0	(+) 17.0
Proficient	16.0	42.0	(-) 26.0	16.0	28.0	(-) 12.0
Distinguished	5.0	12.0	(-) 7.0	5.0	11.0	(-) 6.0
Combined Proficient & Distinguished	21.0	54.0	(-) 33.0	21.0	38.0	(-) 17.0
MATH	4th Grade	21/22 KSA Data				
	School %	District %	Difference %	School %	State %	Difference %
Novice	26.0	16.0	(+) 10.0	26.0	32.0	(-) 6.0
Apprentice	37.0	28.0	(+) 9.0	37.0	28.0	(+) 9.0
Proficient	21.0	41.0	(-) 20.0	21.0	29.0	(-) 8.0
Distinguished	16.0	15.0	(+) 1.0	16.0	10.0	(+) 6.0
Combined Proficient & Distinguished	37.0	55.0	(-) 18.0	37.0	39.0	(-) 2.0
MATH	5th Grade	21/22 KSA Data				
	School %	District %	Difference %	School %	State %	Difference %
Novice	23.0	21.0	(+) 2.0	23.0	31.0	(-) 8.0
Apprentice	41.0	33.0	(+) 8.0	41.0	31.0	(+) 10.0
Proficient	18.0	34.0	(-) 16.0	18.0	28.0	(-) 10.0
Distinguished	18.0	12.0	(-) 6.0	18.0	10.0	(+) 8.0
Combined Proficient & Distinguished	36.0	46.0	(-) 10.0	36.0	38.0	(-) 2.0
MATH	6th Grade	21/22 KSA Data				
	School %	District %	Difference %	School %	State %	Difference %
Novice	16.0	16.0	0.0	16.0	32.0	(-) 16.0
Apprentice	28.0	28.0	0.0	28.0	30.0	(-) 2.0
Proficient	40.0	38.0	(+) 2.0	40.0	28.0	(+) 12.0
Distinguished	16.0	18.0	(-) 2.0	16.0	10.0	(+) 6.0
Combined Proficient & Distinguished	56.0	56.0	0.0	56.0	38.0	(+) 18.0

The **SCIENCE** tables illustrate our total school science data with our school being compared to the district and the state for the 2020/2021 and the 2021/2022 school years.

SCIENCE	4th Grade		20/21 KSA Data			
	School %	District %	Difference %	School %	State %	Difference %
Novice	2.0	15.7	(-) 7.7	8.0	17.0	(-) 9.0
Apprentice	76.0	55.9	(+) 20.1	76.0	58.0	(+) 18.0
Proficient	8.0	22.1	(-) 14.1	8.0	21.8	(-) 13.8
Distinguished	8.0	6.4	(+) 1.6	8.0	3.3	(+) 4.7
Combined Proficient & Distinguished	16.0	28.4	(-) 12.4	16.0	25.1	(-) 9.1

SCIENCE	4th Grade		21/22 KSA Data			
	School %	District %	Difference %	School %	State %	Difference %
Novice	11.0	10.0	(+) 1.0	11.0	16.0	(-) 5.0
Apprentice	68.0	45.0	(+) 23.0	68.0	55.0	(+) 13.0
Proficient	16.0	33.0	(-) 17.0	16.0	23.0	(-) 7.0
Distinguished	5.0	12.0	(-) 7.0	5.0	6.0	(-) 1.0
Combined Proficient & Distinguished	21.0	45.0	(-) 24.0	21.0	28.0	(-) 8.0

The **SOCIAL STUDIES** tables illustrate our total school social studies a data with our school being compared to the district and the state for the 2020/2021 and the 2021/2022 school years.

Social Studies	5th Grade		20/21 KSA Data			
	School %	District %	Difference %	School %	State %	Difference %
Novice						
Apprentice						
Proficient						
Distinguished						
Combined Proficient & Distinguished						
Test Data Not Reported on the School Report Card for the 2020-2021 School Year						
Social Studies	5th Grade		21/22 KSA Data			
	School %	District %	Difference %	School %	State %	Difference %
Novice	23.0	24.0	(-) 1.0	23.0	34.0	(-) 11.0
Apprentice	32.0	30.0	(+) 2.0	32.0	29.0	(+) 3.0
Proficient	18.0	25.0	(-) 7.0	18.0	24.0	(-) 6.0
Distinguished	27.0	21.0	(+) 6.0	27.0	13.0	(+) 14.0
Combined Proficient & Distinguished	45.0	46.0	(-) 1.0	45.0	37.0	(+) 8.0

The **WRITING** tables illustrate our total school social studies a data with our school being compared to the district and the state for the 2020/2021 and the 2021/2022 school years.

On Demand Writing 5th Grade			20/21 KSA Data			
	School %	District %	Difference %	School %	State %	Difference %
Novice	23.5	16.3	(+) 7.2	23.5	15.6	(+) 7.9
Apprentice	41.2	42.2	(-) 1.0	41.2	44.6	(-) 3.4
Proficient	23.5	29.7	(-) 6.2	23.5	30.9	(-) 7.4
Distinguished	11.7	11.8	(-) 0.1	11.7	8.9	(+) 2.8
Combined Proficient & Distinguished	35.2	41.5	(-) 6.3	35.2	39.8	(-) 4.6

On Demand Writing 5th Grade			21/22 KSA Data			
	School %	District %	Difference %	School %	State %	Difference %
Novice	4.0	10.0	(-) 6.0	4.0	22.0	(-) 18.0
Apprentice	96.0	54.0	(+) 42.0	96.0	45.0	(+) 51.0
Proficient	0.0	30.0	(-) 30.0	0.0	25.0	(-) 25.0
Distinguished	0.0	7.0	(-) 7.0	0.0	8.0	(-) 8.0
Combined Proficient & Distinguished	0.0	37.0	(-) 37.0	0.0	33.0	(-) 33.0

NON-ACADEMIC CURRENT STATE:

The table below shows the 2022-2023 Non-Academic Data Comparison current state as reported on the SCR (School Report Card). It compares the data from the 2020-2021 school year to the 2021-2022 school year for the following categories:

Enrollment, Economically Disadvantaged (for the school, district, & state), Non-Economically Disadvantaged (for the school, district, & state), Homeless, Students with disabilities, Gifted & Talented, Teacher to Student ratio, Access to Technology, School Discipline Referrals, and Parent Involvement. The Non-Academic indicators that we analyzed include, but are not limited to the above categories. If a number is preceded by (+), it indicates that our school performed greater than the district or the state. If a number is preceded by (-), it indicates that our school performed less than the district or the state.

22/23 Non-Academic Data Comparison (20/21 & 21/22)			
	2020-2021	2021-2022	Difference
Enrollment	171	153	(-) 18
Economically Disadvantaged - school	28.9%	25.6%	(-) 3.3%
Economically Disadvantaged - district	20.7%	79.6%	(-) 1.1%
Economically Disadvantaged - state	20.6%	69.9%	(-) 0.6%
Non-Economically Disadvantaged - school	11.1%	14.4%	(+) 3.3%
Non-Economically Disadvantaged - district	19.3%	20.4%	(+) 1.1%
Non-Economically Disadvantaged - state	39.6%	40.1%	(+) 0.6%
Homeless	32	19	(-) 13
Students with disabilities	62	65	(+) 3
Gifted & Talented	16	7	(-) 9
Teacher to Student ratio	13:1	11:1	(-) 2
Access to Technology	267	189	(-) 78
School Discipline Referrals	0	5	(+) 5
Parent Involvement	150	150	same

* If not followed by %, the number is a total number of the indicator.

Our goal as a school is remove any barrier that may prevent our students from performing academically or socially. We strive daily to remove barriers, improve instruction, improve the education environment that is provided for our students, improve the school climate to promote positivity in and out of school, and to foster positive home - school relationships. We value each student and their families. We want to continually increase parent involvement and promote home - school connections. Our goal is and always will be to provide the best environment for our students, our staff, our parents/families, and our community.

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.

After careful analysis and disaggregation of our data, we have identified our priorities/concerns as Reading, Math, Science, Social Studies, and Writing for all students in all groups. These priorities/concerns are across all learning groups and all categories. Data showed that over the past two academic school years (2020-2021 and 2021-2022), we experienced a decrease in the percent of students scoring proficient/distinguished in all academic areas when compared to our district numbers. Our analysis of the 2021-2022 school year data revealed that our school's Reading % Proficient/Distinguished (P/D) was 49.0%. While this was an increase for our school from 20/21 (36.6%), we were still lower than the district rate of 59.1% by 10.1%; and lower than the state rate of 45.1% by 8.5%. In Math, our school's % Proficient/Distinguished (P/D) was 39.0% which was lower than the district rate of 53.1% by 14.1%; but higher than the state rate of 38.6% by 0.4%. In Science, our school's % Proficient/Distinguished (P/D) was 21.0% which was lower than the district rate of 45.0% by 24.0%; and lower than the state rate of 29.0% by 8.0%. In Social Studies, our school's % Proficient/Distinguished (P/D) was 45.0% which was lower than the district rate of 46.0% by 1.0%; but higher than the state rate of 37.0% by 8.0%. For On Demand Writing, our school's % Proficient/Distinguished (P/D) was 0.0% which was lower than the district rate of 37.0% by 37.0%; and lower than the state rate of 33.0% by 33.0%.

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 **Strengths/Leverages** as indicated on the 2021-2022 KSA test data is indicated below:

2021/2022 Kentucky Summative Assessment Data Strengths/Leverages for READING:

3rd Grade:

- Students below grade level are still scoring apprentice (16%) in some areas.
- In Reading, the combined percent of Proficient & Distinguished (P/D) (47%) was higher than the state percent of Proficient & Distinguished (P/D) (45.0%) by 2.0%.

4th Grade:

- More of our students are scored Apprentice (53.0%) compared to the district (22.0%) by 31.0%.
- More of our students scored Apprentice (53.0%) compared to the state (25.0%) by 28.0%.

5th Grade:

- The number of students scoring Proficient (45.0%) was higher than district (37.0%) by 7%.
- The number of students scoring Proficient (45.0%) was higher than state (28.0%) by 17.0%.
- The number of students scoring Apprentice (23.0%) was lower than both district (30.0%) by 7% and the state (28.0%) by 4%.
- Our combined Proficient & Distinguished was higher than both the district (53.0%) by 2% and the state (45.0%) by 10%.

6th Grade:

- The number of students scoring Distinguished (24.0%) was higher than the state (17.0%) by 7.0%.
- Over half of the students in 6th Grade scored Proficient or Distinguished (56%).

2021/2022 Kentucky Summative Assessment Data Strengths/Leverages for MATH:

3rd Grade:

- The number of students scoring Novice decreased by 10.9% from 20/21 (42.9%) to 21/22 (32.0%).

- The number of students scoring Apprentice (47.0%) was higher than the district (31.0%) by 16.0% and higher than the state (30.0%) by 17.0%.

4th Grade:

- The number of students scoring Novice decreased by 2.0% from 20/21 (28.0%) to 21/22 (26.0%).
- The number of students scoring Proficient increased by 5.0% from 20/21 (16.0%) to 21/22 (21.0%).
- The number of students scoring Distinguished increased by 8.0% from 20/21 (8.0%) to 21/22 (16.0%).
- The number of students scoring Distinguished (16.0%) was higher than the district (15.0%) by 1.0% and higher than the state (10.0%) by 10.0%.

5th Grade:

- The number of students scoring Novice decreased by 7.4% from 20/21 (30.4%) to 21/22 (23.0%).
- The number of students scoring Proficient increased by 0.6% from 20/21 (17.4%) to 21/22 (18.0%).
- The number of students scoring Distinguished (18.0%) was higher than both the district (12.0%) by 6.0% and the state (10.0%) by 8.0%.

6th Grade:

- The number of students scoring Novice decreased by 12.1% from 20/21 (21.1%) to 21/22 (16.0%).
- The number of students scoring Proficient increased by 21.2% from 20/21 (18.8%) to 21/22 (40.0%).
- The number of students scoring Distinguished increased by 3.5% from 20/21 (12.5%) to 21/22 (16.0%).
- The number of students scoring Distinguished (16.0%) was higher than the state (10.0%) by 6.0%.

2021/2022 Kentucky Summative Assessment Data Strengths/Leverages for SCIENCE:**4th Grade:**

- The number of students scoring Novice (11.0%) was less than the state (16.0%) by 5.0%.
- The number of students scoring Proficient increased by 8.0% from 20/21 (8.0%) to 21/22 (16.0%).

2021/2022 Kentucky Summative Assessment Data Strengths/Leverages for SOCIAL STUDIES:

5th Grade:

- The number of students scoring Distinguished (27.0%) was higher than the district (21.0%) by 6.0%.
- The number of students scoring Distinguished (27.0%) was higher than the state (13.0%) by 14.0%.

2021/2022 Kentucky Summative Assessment Data Strengths/Leverages for WRITING :**5th Grade:**

- The number of students scoring Novice decreased by 21.1% from 20/21 (26.1%) to 21/22 (5.0%).

Our **Strengths/Leverages** can be utilized to improve our areas of concern in that they will provide us the roadmap that we need focus on specific content areas and grade levels. In addition to focusing on our identified priorities/concerns and our strengths/leverages, we will also continue to focus on student attendance (students can't learn, grow, and improve if they are not present to receive instruction and have the opportunity to refine and accelerate their learning). By relying on student data and focusing on our students who scored novice & apprentice, we plan to improve student growth and achievement across all academic/content areas. We will focus on all student group population to ensure that all students are afforded the opportunities to grow and improve. We will work collaboratively with all staff in our school to ensure that our vertically and horizontally aligned curriculum is utilized to provide targeted support for our students. We will strive to maintain a curriculum that is rigorous and aligned to all state standards. Our goal is to ensure that we create an environment that promotes and supports learning, growth, and achievement in reading, math, science, social studies, and writing. In addition, we strive to focus on the social-emotional well being of our students and staff. We will continue and grow our partnerships with all stakeholders (such as our Family Resource, Save the Children, 21st Century CLCC, Whitley County Rural Accelerator, Elgin, Cumberland River Comprehensive Care, University of the Cumberlands, Whitley County Health Department, Whitley County Sheriff's office, and many more) to improve our home-school relationships and provide services to our school, students, families, and community. Furthermore, we will utilize our web-based programs that are in place to provide targeted, individualized, and differentiated instruction and intervention to our students. Our goal is to meet students where they are and provide an environment in which they can improve, grow, and excel. For our teachers and staff, we want to also provide an environment that will allow them to grow, improve, and excel. One way we will provide these opportunities is to meet in weekly PLC meetings to work collaboratively to monitor progress, provide support with the implementation of programs, and provide opportunities for teachers and staff to step into leadership roles to enhance and improve our school culture. The goal is to create a learning and work environment in which all members have opportunities and support to grow and improve. All of these efforts are in place to reduce the number of student performing at the novice level and increase/improve our rate of proficiency.

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.

See Attachment:

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 Boston - School Key Elements Template	The School Key Elements Template houses evidence of the 6 Key Element Indicators (KCWP 1-6).	•

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



2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Boston Elementary School
Carolyn S Lawson
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

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2022-23 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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

- ☒ Yes
- ☐ 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 under section 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

COMMENTS

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

program—

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ 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

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ 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

COMMENTS

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

☒ Yes

☐ No

☐ 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

☐ No

☐ 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

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS



Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

Boston Elementary School
Carolyn S Lawson
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached Comprehensive School Improvement Plan. Each objective and the corresponding strategies that address the need in Proficiency in Reading, Math, Science, Social Studies, and Writing; Achievement Gap, and Quality of School Climate and Safety will be maintained to address our current needs. The objectives and strategies for the areas listed above are outlined in our assessment diagnosis. When all the pieces of our assessment diagnosis and data analysis are paired with our objectives and strategies the result is our Comprehensive School Improvement Plan which serves as our road map to student improvement and student growth.

ATTACHMENTS

Attachment Name



2022-2023 Comprehensive School Improvement Plan for Boston Elementary

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*, *Baldrige*, etc.).

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:


- State Assessment Results in reading and mathematics

- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-2023 Comprehensive School Improvement Plan for Boston Elementary	Summarizes our plan for improvement for the 2022-2023 school year.	<ul style="list-style-type: none">•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required school goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required school goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Postsecondary Readiness
 - Graduation Rate

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, 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 funding source(s) 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.

1: State Assessment Results in reading and mathematics

Goal 1A:

Increase the **READING** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 49.0% in 2022 to 56.8% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: To increase the READING component of the combined reading and math KSA scores for Boston Elementary students from 49.0% to 51.5% by 2023.	1. Design and Deliver Instruction	1(a) Identify and share instructional resources for Kentucky Academic Standards. Discuss resources (including the use of intervention teachers to reduce achievement gaps) during PLC meetings. Display learning targets for each lesson.	School Report Card; PLC agendas & minutes; Walkthrough documents	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						
		1(b) Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, Amira, MAP, AIMSwab, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons (as needed), & Bitmoji classrooms, etc.	PD schedule & Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson	\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson								
1(c) Provide support for teachers to create a literacy rich environment. Teachers will utilize strategies & resources from the Kentucky Comprehensive Literacy Grant (KyCL) & GRREC (Green River Regional Educational Cooperative) trainings/modules to meet the cognitive demands of the ELA standards; Provide support for teachers to integrate rigorous, engaging reading/ELA experiences through the use of materials such as 180 Day of Writing (4/5), Wordly Wise (K-6), Zaner-Blouser handwriting (2-6), leveled readers, and library books. Include resources from our partner programs: Save the Children (STC) & 21st Century CCLC. Incorporate diverse activities to also address the needs of the Gifted and Talented students.	Student samples; school level monitoring	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(d) Provide support to teachers in utilizing formative and summative assessment data to inform instruction. Review classroom data weekly to immediately address student needs as they arise. Results can be	Walkthrough documentation; classroom & common assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett,</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett,	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett,								

	addressed/implemented during weekly Instructional Focus Groups.		<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. R. Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. R. Johnson		\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. R. Johnson								
2. Review, Analyze, and Apply Data	2(a) Examine student data including KSA (Kentucky Summative Assessments), IOWA (district assessment), MAP, STAR, Brigance Screener for student data review, classroom assessments, and common assessment data to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; Brigance data; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. R. Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. R. Johnson		\$0
	Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. R. Johnson								
	2(b) Update student data and utilize student data in the data room. Update the visual representation of student data on cards & on our digital data wall. Adjust both versions accordingly throughout the year. Study the displayed data to address identified needs.	MAP Growth reports; Data Wall (physical & digital)	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers		\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers								
	2(c) Provide and support teachers with processes to analyze and disaggregate school and student data. Utilize support resources acquired through our partnership with the Elgin Foundation also.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches		\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								

	2(d) Provide teachers with support to plan instruction, reflect on implementation, and identify individual students' needs to increase student proficiency.	Student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	3(a) Support teachers through professional learning opportunities in 21 st Century instruction in reading; structured literacy and student engagement professional learning.	District PD sign in sheets; PD attendance	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	3(b) Collaborate and provide support with direct instruction, reading instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs/requests of the teachers.	PLC agenda/minutes; Instructional coaches' schedules	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
3. Design, Align, and Deliver Support	3(c) Coordinate and provide resources for the schools Response to Intervention needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSweb, lesson plans, walkthroughs, common assessments, and professional learning community agendas.	AIMSweb data; lesson plans; walkthrough documentation;; student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
	Timeline	Person Responsible						
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	3(d) Provide training and support to school managers and teachers using AIMSweb to identify student achievement gaps and develop instructional strategies to address the gaps.	PD sign in sheets; PLC agenda/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							

Goal 1B:

Increase the **MATH** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 39.0% in 2022 to 45.0% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
	1. Design and Deliver Instruction	1(a) Identify and share instructional resources for Kentucky Academic Standards. Discuss resources (including the use of intervention teachers to reduce achievement gaps) during PLC meetings. Display learning targets for each lesson.	School Report Card; PLC agendas; Walkthrough documents	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	No funding
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								

To increase the MATH component of KSA scores for Boston Elementary students from 39.0% to 41.0% by 2023.	1(b) Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Study Island, IXL, MAP, AIMSweb, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons (as needed), & Bitmoji classrooms.		Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson	No funding
	Timeline	Person Responsible							
	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, Kevin Anderson							
	1(c) Provide support for teachers to implement and integrate math rich activities to meet the cognitive demands of the math standards; Provide support for teachers to integrate rigorous, engaging math experiences. Include resources from our partner programs: Save the Children (STC), 21st Century CCLC, & Elgin. In addition, incorporate diverse activities to address the needs of the Gifted and Talented students.		Student samples; school level monitoring; Save the Children (STC); 21st Century CCLC; Elgin	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	No funding
	Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(d) Provide support to teachers in utilizing formative and summative assessment data to inform instruction. Review classroom data weekly to immediately address student needs as they arise. Results can be addressed/implemented during weekly Instructional Focus Groups.		Walkthrough documentation; classroom & common assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	No funding	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
2(a) Examine student data including KSA (Kentucky Summative Assessments), IOWA (district assessment), MAP, STAR, classroom assessments, and common assessment data to identify gaps and make necessary adjustments.		School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett,</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett,	\$0	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett,								
2(b) Update student data and utilize student data in the data room. Update the visual representation of student data on cards & on our digital data wall. Adjust both versions accordingly throughout the year. Study the displayed data to address identified needs.		MAP Growth reports; Data Wall (physical & digital)	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers	\$0	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers								
2. Review, Analyze, and Apply Data									

No funding

No funding

No funding

\$0

\$0

3. Design, Align, and Deliver Support	2(c) Provide and support teachers with processes to analyze and disaggregate school and student data. Utilize support resources acquired through our partnership with the Elgin Foundation also.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
	Timeline	Person Responsible						
	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						
	2(d) Provide teachers with support to plan instruction, reflect on implementation, and identify individual students' needs to increase student proficiency.	Student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
3(a) Support teachers through professional learning opportunities in 21 st Century instruction in math.	District PD sign sheets	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
3(b) Collaborate and provide support with math instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs/requests of the teachers.	PLC agenda/minutes; Instructional coaches' schedules	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches		
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							

3(c) Coordinate and provide resources for the schools Response to Intervention needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSweb, lesson plans, walkthroughs, common assessments, and professional learning community agendas.	AIMSweb data; lesson plans; walkthrough documentation;; student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible						
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						

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

Goal 2A:

Increase the **SCIENCE** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 21.0% in 2022 to 24.4% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: As measured by KSA, increase the percentage of students scoring proficient/distinguished in SCIENCE from 21.0% in 2022 to 22.1% in 2023.	1. Design and Deliver Instruction	1(a) Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Science (NGSS). Teachers will collaborate in PLCs (w/classroom teachers, Special Education teachers, Title I staff, intervention teachers) to employ research driven instructional strategies and identify resources to provide highly engaging, content-rich instruction for all students. Resources will include: Super Science and 180 Days of Science for grades K-6, leveled readers, and library books.	School Report Card and PLC agendas	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						
		1 Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, Generation Genius, Mystery Science, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons (as needed), & Bimboji classrooms. Incorporate diverse activities to address the needs of Gifted and Talented students.	PD Schedule & Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(c) Conduct scrimmage testing in each of the science & all content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(d) Provide support to teachers in utilizing formative and summative assessment data to inform instruction in science. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.	Lesson plans, walkthrough documentation; classroom & common assessment data; data room	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
	Student samples; school level	<table><tr><th>Timeline</th><th>Person Responsible</th></tr></table>	Timeline	Person Responsible					
Timeline	Person Responsible								

	1(c) All students will have the opportunity to complete TCTs throughout the year. Teachers will analyze student data to make instructional decisions. Students will also complete labs throughout the year in science. Students K-6 will complete claim, evidence, reasoning investigations as determined by the district.	monitoring; District Instructional Coaches	<table><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches			
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	2(a) Examine student data including KSA (Kentucky Summative Assessments), MAP, STAR, and common assessment data in content areas to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	2(b) Update student data and utilize student data in the data room. Update the visual representation of student data on cards & on our digital data wall. Adjust both versions accordingly throughout the year. Study the displayed data to address identified needs. Add Science data in the data room to monitor it throughout the year. Study the displayed data to address identified needs.	MAP Growth reports; Data Wal (physical & digital)	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
2. Review, Analyze, and Apply Data	2(c) Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas. Utilize support resources acquired through our partnership with the Elgin Foundation also.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	
	Timeline	Person Responsible						
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	2(d) Provide support and training with research-based best practices for science intervention; Provide support with effective feedback that focuses on filling gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through training offered by SESC and KDE.	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedule	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							

Goal 2B:

Increase the **SOCIAL STUDIES** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 45.0% in 2022 to 52.2% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: As measured by KSA, increase the percentage of students scoring proficient/distinguished in SOCIAL STUDIES from 45.0.0% in 2022 to 47.3% in 2023.	1. Design and Deliver Instruction	1(a) Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Social Studies. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as 180 Days of Social Studies.	School Report Card and PLC agendas	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						
		1(b) Provide technical support/PD and assistance to teachers in software setup and implementation of Accelerated Reader, Study Island, IXL, myON, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons (as needed), & Bimoji classrooms. Incorporate diverse activities to address the needs of the Gifted and Talented students.	PD Schedule & Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(c) Conduct scrimmage testing in each of the content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(d) Provide support to teachers in utilizing formative and summative assessment data to inform instruction in social studies & writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.	Lesson plans, walkthrough documentation; classroom & common assessment data; data room	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								

2. Review, Analyze, and Apply Data	2(e) Examine student data including KSA (Kentucky Summative Assessments), MAP, STAR, and common assessment data in content areas to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
	Timeline	Person Responsible						
	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						
	2(f) Update student data and utilize student data in the data room. Update the visual representation of student data on cards & on our digital data wall. Adjust both versions when applicable and adjust accordingly throughout the year. Add/update Social Studies data in the data room to monitor it throughout the year. Study the displayed data to address identified needs	MAP Growth reports; Data Wall (physical & digital)	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
2(g) Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas. Utilize support resources acquired through our partnership with the Elgin Foundation also.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
2(h) Provide support and training with research-based best practices for social studies and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through trainings offered by SESC and KDE.	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedule	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							

Increase the **WRITING** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 0.0% in 2022 to 10.0% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: As measured by KSA, increase the percentage of students scoring proficient/distinguished in WRITING from 0.0% in 2022 to 2.0% in 2023.	1. Design and Deliver Instruction	1(a) Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Writing. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as iReady writing for grades 4 and 5, Wordly Wise for grades K-6, and 4, Zaner-Blouser handwriting for grades 2-6, leveled readers, and library books to increase student achievement.	School Report Card and PLC agendas	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
		Timeline	Person Responsible						
		August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches						
		1(b) Provide technical support/PD and assistance to teachers in implementation of STAR, Accelerated Reader, Study Island, IXL, myON, MAP, AIMSweb, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons (as needed), & Bimboji classrooms. Incorporate diverse activities to also address the needs of Gifted and Talented students.	PD Schedule & Program reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(c) Conduct scrimmage testing in Writing during Writing Wednesdays. Then, conduct data analysis, instructional adjustments, and implementation of feedback to improve student performance in writing.	Student samples; school level monitoring; District Instructional Coaches	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
1(d) Provide support to teachers in utilizing formative and summative assessment data to inform instruction in writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.	Lesson plans, walkthrough documentation; classroom & common assessment data; data room	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								

2. Review, Analyze, and Apply Data	2(a)	Examine student data including KSA (Kentucky Summative Assessments), and common assessment data in content areas to identify gaps and make necessary adjustments.	School Report Card, Pearson Reports; MAP & STAR Reports; district reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
	Timeline	Person Responsible							
	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches							
	2(b)	Update student data and utilize student data in the data room. Update the visual representation of student data on cards & on our digital data wall when applicable and adjust accordingly throughout the year. Continue Writing Wednesdays, teacher feedback, & writing analysis in the data room.	MAP Growth reports; Data Wall (physical & digital)	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
2(c)	Provide and support teachers with processes to analyze and disaggregate school and student data as it pertains to content areas.	Assessment reports; classroom assessment data	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
2(d)	Provide support and training with research-based best practices writing intervention; Provide support with effective feedback that will reduce achievement gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through trainings offered by SESC and KDE.	Student data; PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedule	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								

3: Achievement Gap

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

Goal 3: Increase the reading proficiency scores for all students in the Gap Group (Economically Disadvantaged) from 44.0% in 2022 to 49.0% in 2025 and increase the math proficiency scores for all students in the Gap Group (Economically Disadvantaged) from 35.0% in 2022 to 40.5% in 2025.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: Collaborate to increase the proficiency scores for all students in the Economically Disadvantaged gap group for Boston Elementary in Reading from 44.0% in 2022 to 46.2% in 2023.	1. Review, Analyze, and Apply Data	1(a) Analyze data from KSA (Kentucky Summative Assessments), IOWA, MAP, STAR, common assessments, and classroom assessments by gap groups to adapt/modify instructional practices.	School Report Card; Pearson Reports; district and school level reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0
		Timeline	Person Responsible						
	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson							
	1(b) Identify non-academic obstacles such as attendance, behavior, socio-economic status, and homelessness to develop strategies to address those barriers to student achievement through collaboration with our Family Resource Center (FRC), community partners (Cumberland River Comprehensive Care, Whitley County Extension (4-H), and the University of the Cumberland, etc.	IC reports; Class Dolo reports, Review 360 reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Judy Petrey</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Judy Petrey	\$0	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Judy Petrey								
2(a) Collaborate and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs of the students and teachers. Utilize supports & strategies obtained from our partner programs: Save The Children (STC), 21st Century CCLC, Elgin, Kagan, and GRREC.	PLC agendas/minutes; Instructional coaches schedules STC staff; STC, 21st Century, Elgin	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
2(b) Provide reading intervention services in small groups (focused instructional groups), individually, or in collaboration with all students K-6. Tier 2 students will be serviced through more intense services provided by reading intervention specialists and more intentional instruction during Instructional Focus Groups. Tier 3 students will be serviced with one-to-one interventions.	RTA schedule; IDEA reports; STAR reports; AR reports; MAP reports;	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
2. Design, Align, and Deliver Support									

	<p>2(c) Provide training and support to school managers and teachers using AIMSweb & Amira to identify student achievement gaps and develop instructional strategies to address the gaps.</p>	PD sign in sheets; PLC agenda/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson							
	<p>2(d) Provide support and training with research-based best practices for reading, and writing intervention; Provide support with effective feedback that will reduce achievement gaps; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through training offered by SESC and KDE.</p>	PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedules	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches							
	<p>2(e) Coordinate and provide resources for the school's Multi-Tiered Systems of Support (MTSS) needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSweb, lesson plans, walkthroughs, common assessments, and professional learning community agendas.</p>	AIMSweb data; lesson plans; walkthrough documentation;; student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson							
	<p>2(f) Support reading/literacy through collaboration with Save the Children, Rural Accelerator, and 21st Century CCLC. Utilize the resources that STC, RA, & 21st Century CCLC provided to enhance student learning and student achievement. Also, through the STC & 21st Century programs provide parent engagement activities to support student achievement and home-school relationships.</p>	Parent meeting sign in sheets; STC portal; site visits; STC & Rural Accelerator meetings and conference calls; 21st Century CCLC resources	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Heather Stewart, Laurel Bowlin</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Heather Stewart, Laurel Bowlin	\$0
Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Heather Stewart, Laurel Bowlin							

Objective 2: Collaborate to increase the proficiency scores for all students in the Economically Disadvantaged gap group for Boston Elementary in Math from 35.0% in 2022 to 36.8% in 2023.	1. Review, Analyze, and Apply Data	1(a) Analyze data from KSA (Kentucky Summative Assessments), IOWA, MAP, STAR, common assessments, and classroom assessments by gap groups to adapt/modify instructional practices.	School Report Card; Pearson Reports; district and school level reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0
		Timeline	Person Responsible						
	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson							
	1(b) Identify non-academic obstacles such as attendance, behavior, socio-economic status, and homelessness to develop strategies to address those barriers to student achievement through collaboration with our Family Resource Center (FRC), community partners (Cumberland River Comprehensive Care, Whitley County Extension (4-H), and the University of the Cumberlands, etc.	IC reports; Class Dolo reports, Review 360 reports	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Judy Petrey</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Judy Petrey	\$0	
	Timeline	Person Responsible							
August 2022 to June 2023	Principal, Teachers Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Judy Petrey								
2(a) Collaborate and provide support with math instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs of the students and teachers. Utilize supports & strategies obtained from our partner programs: Save The Children (STC), 21st Century CCLC, Elgin, Kagan, and Math Intervention.	PLC agendas/minutes; Instructional coaches schedules STC staff; STC, 21st Century, Elgin	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches								
2(b) Provide math intervention services in small groups (focused instructional groups), individually, or in collaborations with all students K-6. Tier 2 students will be serviced through more intense services provided by math interventionists. Tier 3 students will be serviced with one-to-one interventions.	Title I schedule; IDEA reports; STAR reports; AR reports; MAP reports;	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches	\$0		
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2. Design, Align, and Deliver Support	2(c) Provide training and support to school managers and teachers using AIMSweb to identify student achievement gaps and develop instructional strategies to address the gaps.	PD sign in sheets; PLC agenda/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0	
Timeline	Person Responsible								
August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson								

					Updated May				
	2(d) Provide support with research-based best practices for math intervention; Provide support with effective feedback that focuses on filling gaps in learning; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through training offered by SESC and KDE.	PD sign in sheets; PLC agendas/minutes; Instructional Coaches' schedules	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Kim Creekmore, Instructional Coaches	\$0	
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	2(e) Coordinate and provide resources for the school's Multi-Tiered Systems of Support (MTSS) needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring as evidenced by AIMSwab, lesson plans, walkthroughs, common assessments, and professional learning community agendas.	AIMSwab data; lesson plans; walkthrough documentation;; student data; PLC agendas/minutes	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Dr. Ralph Johnson</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Dr. Ralph Johnson	\$0	
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	2(f) Support math through collaboration with Save the Children, 21st Century CCLC, & Elgin. Utilize the resources shared through STC, 21st Century CCLC, & Elgin to enhance student learning and student achievement. Also, through the STC & 21st Century programs provide parent engagement activities to support student achievement and home-school relationships.	Parent meeting sign in sheets; STC portal; site visits; STC & Rural Accelerator meetings and conference calls; 21st Century CCLC resources	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Heather Stewart, Laurel Bowlin</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Heather Stewart, Laurel Bowlin	\$0	
Timeline	Person Responsible								
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4: English Learner – NA

Goal 4: (State your English Learner goal):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5:

Maintain our 2022 Quality of School Climate status of 85.5% and our Quality of Safety status of 80.1% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
<u>Objective 1</u> Maintain our 2022 Quality of School Climate status of 85.5% in 2023.	2. Design, Align, and Deliver Support	1(a) Monitor school climate through student surveys throughout the school year. 1(b) Celebrate student achievement through celebrations & recognitions. 1(c) Monitor the drop box frequently to address any issues or concerns.	Student surveys; results; schedules; drop box	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches, WCBOE support programs</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, WCBOE support programs	\$0
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August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, WCBOE support programs								
<u>Objective 2</u> Maintain our 2022 Quality of School Safety status of 80.1% in 2023.	2. Design, Align, and Deliver Support	2(a) Monitor school safety through student surveys throughout the school year. 2(b) Monitor the drop box frequently to address any issues or concerns.	Student surveys; results; schedules; drop box	<table><tr><th>Timeline</th><th>Person Responsible</th></tr><tr><td>August 2022 to June 2023</td><td>Principal, Teachers Paula Rickett, Instructional Coaches, WCBOE support programs</td></tr></table>	Timeline	Person Responsible	August 2022 to June 2023	Principal, Teachers Paula Rickett, Instructional Coaches, WCBOE support programs	\$0
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6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

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

7: Graduation Rate (high school only)

Goal 6 (State your graduation rate goal.):

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

8: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSl/ATSl Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the ["Documenting Evidence under ESSA"](#) resource available on KDE's [Evidence-based Practices website](#).

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process
Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the ["Documenting Evidence under ESSA"](#) resource available on KDE's [Evidence-based Practices website](#).

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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

Boston Elementary School
Carolyn S Lawson
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

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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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), 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 [KRS 158.6451](#) 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?

Our collective mission is to continually improve student performance. Boston Elementary School is committed to providing dynamic and comprehensive professional/personal development that ensures high standards for all staff and stakeholders who affect student learning. BES will collaborate with schools, departments, and other agencies to secure resources and personnel, to help develop capacity for change, and to ensure continuous improvement that will increase student achievement.

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 [703 KAR 5:225](#) (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.

Based on analysis of student KSA data, perceived educational needs of the district, growth plans, prior professional development offerings with follow-up, and survey results Kentucky Impact Survey Boston Elementary School will focus on the following critical areas of for improvement: 1. Reading and math increased proficiency and reading and math novice reduction. 2. Increase proficiency in State Assessment Results in Science, Social Studies, and Writing.

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

Our chosen two critical area priorities of professional development derive directly from our Comprehensive School Improvement Plan. Two of our CSIP goals are to increase our proficiency percentage from 49.0% to 51.5% in reading and to increase proficiency percentage from 39.0% to 41.0% in math by 2024.

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.

1. Monitor and provide support offered during professional development that promotes student growth for all students through new and existing educational resources such as Into Reading Series by Houghton Mifflin, Study Island, Go Math Series, IXL, Read to Achieve, Southeast South-Central Cooperative/New Teacher Center, etc.
2. Utilize teaching staff to increase coaching capacity while implementing effective strategies that will empower teacher to enhance reading and math instruction that promotes growth among all students in the areas of reading and math.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

1. Be able to use our resources in the most effective way.
 2. Utilize staff to increase coaching and teaching capacity.
 3. Increase student growth in reading and math.
- The desired student outcome from utilizing staff and resources will be that students' increase growth in reading and math and maintain at a high level.

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.)

i. Data will be collected on MAP assessments, KSA scores, along with weekly performance data, common assessments, Aimsweb data, benchmark data, intervention data

ii. Teachers, coaches and the administrator will be responsible for gathering data.

iii. MAP data will be gathered 3 times a year, KSA will be annually, and weekly performance data will be gathered weekly.

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.

We will base our final measures of success on our end of the year KSA scores, along with weekly performance data. Our goal is that students' proficiency scores increase from the 2022-2023 KSA data results to the 2023-2024 data results.

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

The specific targeted audience for the professional development are elementary teachers and students and include principals and district leaders.

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.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

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.

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve Reading Grant and the Math Intervention teacher also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for different teachers to be trained on new reading and math strategies. Staff will also receive coaching to allow reflection and reviewing of results. Also, Deeper Learning Coaches are focused on student engagement.

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.

Seek out and implement professional development that will provide strategies that will promote growth in State Assessment Results in Science, Social Studies, and Writing. Utilize district instructional coaches for science, writing, and reading instructional strategies, reading intervention teachers, and building coaches to work collaboratively alongside homeroom teachers to offer instruction that promote growth in these areas.

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

Improve teaching practices with emphasis on increasing practices shown to be highly effective and improving student outcomes.

Specific goals: Increase proficiency to the following

Science 21.0% to 22.1%

Social Studies 45.0% to 47.3%

Writing 0.0% to 2.0%

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.)
 - i. Data will be on MAP Science for 4th grade, MAP Language Usage for 5th grade, KSA scores, and weekly performance data.
 - ii. Teachers, coaches and the administrator will be responsible for gathering data.
 - iii. MAP data will be gathered 3 times a year, KSA will be annually, and weekly performance data will be gathered weekly.

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.

Our indicators of success for increasing the percentage of students scoring proficient/distinguished in the State Assessment Results in Science, Social Studies, and Writing areas will be based on yearly KSA scores, along with student weekly performance data.

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

Stakeholders impacted by professional development are teachers and students and include principals and district leaders.

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.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

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.

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve literacy grant, which encompasses both reading and writing, also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for a different teacher, other than the initial RTA teacher, to be trained on new reading and writing strategies. Staff will also receive coaching to allow reflection and reviewing of results. Our school is also partnered with the Southeast/South-Central Cooperative and the New Teacher Center that provides sessions including School Leaders and Coaches: A Partnership for School Success and GRREC - structured literacy Partnership. This partnership will offer training for multiple years to teachers (adding new teachers each year) that will focus on strategies to support teacher/coach collaboration and acceleration of practices, along with identifying site-specific action steps and leadership support for immediate and ongoing implementation, monitoring, and improvement

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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