



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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Jamestown Elementary School**  
**Diane Blankenship**  
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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.

Diane S. Blankenship

September 27, 2022



## 2022-23 Phase One: JES Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

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## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

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

JES is one of three elementary schools located in the southern part of Russell County near Lake Cumberland, serving approximately 500 students preschool through fifth grade. Our kindergarten and first grades are self-contained and our second through fifth are departmentalized, with one second grade self-contained. This allows our students to have an equal amount of time in all content areas and equal access to highly qualified, specialized teachers. Our population is significantly at-risk as evidenced by 74.5% qualifying as economically disadvantaged and a high number living in non-traditional homes, and 13% are living with grandparents and/or court appointed guardians. Currently 18.7% of our students qualify for special education services, 12.4% are classified as minorities, 6.3% are homeless, and 40.3% have a parent who is either currently incarcerated or has previously been incarcerated. 78% came to kindergarten last year scoring "not ready" on our screener, a number which is climbing each year. We have one full-time counselor, one Family Resource Center, a full-time principal and a full time Assistant Principal. One highly qualified teacher and one new teacher are dedicated to providing Tier II and III RtI services to students. The greatest trend we have seen over the past few years is a decline in behavior that affects instruction and students' ability to attend and learn due to increasing social and emotional needs. In response to this growing need, we have implemented an SEL curriculum called Sanford Harmony this year. We have also continued to utilize PBIS rewards and various systems within to teach appropriate behavior.

Based on the the last test data from Spring 2022, we saw an increase in scores across the board in terms of students scoring at the P/D level in all subjects, but our Science Score is only 20% P/D and our Social Studies score is only 39% P/D. While Reading has increased from 34.7% - 49% P/D and Math has increased from 24.4% - 45% P/D, this means only approximately half of our students are scoring where they should be. At a glance, it's easy to see that we have too many students scoring at the Apprentice level.

Our school wide improvement plan addresses both academic and behavioral improvement. We will continue to do our best to serve our students and meet their individual needs.

### 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.

Our vision at JES is "Growing our Future", and everything we do embodies that purpose. The KSA results from spring 2022 show growth in the number of students scoring P/D in every subject area. Teachers focus on growth by setting goals, teaching growth mindset, and encouraging and celebrating individual milestones. We work together as a school to promote growth in the whole child through an extensive PBIS program where appropriate behavior is acknowledged and celebrated for individual students. We have a highly trained RtI interventionist who provides interventions for Tier 2 and 3 students in reading and use an ESS Daytime Waiver person in math. Every student receives Tier I RtI in the classroom and many online platforms support individualized instruction at each student's level. We have an after school program for enrichment and student learning. Teachers share common planning, data PLCs with principal, progress monitor individual students, and utilize highly effective teaching strategies. Our consistent use of an extensive PBIS system demonstrates our commitment to teaching appropriate behaviors; we firmly believe that education is the key to opening doors of opportunity for students and we are dedicated to developing the whole child and creating life long learners. This year with the COVID-19 pandemic, we see the immense need for social emotional learning (SEL) and trauma informed care for our students and families. We have an SEL curriculum in place to help our students better understand their emotions, and to help them to deal with stressful or traumatic situations that may cause roadblocks in their education and social/emotional well-being.

#### 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.

According to the data on the KSA, one very notable achievement is an overall increase in students scoring P/D and an overall decrease in students scoring N. At JES, we always celebrate academics first with a formal Academic Celebration every 9 weeks and a Principal's List (all A's) lunch celebration. At every celebration, we also recognize good effort, attendance, and behavior. Each year we participate in the District Spelling Bee. We sponsor a Food Drive to benefit the local food pantry between Thanksgiving and Christmas each year to allow our students to develop a sense of community and generosity and sponsor a Pennies for Patients drive in the spring to benefit children with cancer, through which we have raised over \$7,000 in the past seven years. Each year, many of our students participate in the district Cross-Country team, the district youth league football, basketball, soccer, cheerleading, and have an opportunity to audition for parts in school-sponsored plays. We have three parent nights throughout the year to celebrate and encourage Reading, Math, and Science. While we are pleased with many things going on, we are determined to continue working on academic proficiency.

We will continue to focus on implementing high yield teaching strategies, differentiating, and engaging students; we will set goals and celebrate successes. We will use the most effective curriculum we can find in every format, whether

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written or technological. We will especially focus on nurturing relationships with both students and parents to build partnerships that promote learning.

AREAS OF IMPROVEMENT: We have entirely too many apprentice students and must reduce that number.

#### 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.

Each year, our district sets aside a day in the fall for all teachers to come together to analyze data and plan for school improvement. As soon as KSA scores can be shared in the fall of 2022, teachers will analyze individually, compared to last benchmarks, and reflected on needed changes to instruction. When we come together as a school, we will analyze the data and create areas of focus and strategies to improve. As a SBDM council, we will take these results and combine them into goals and use strong strategies that were suggested to support each goal. We will revise the plan and agree upon a final version before sharing with teachers to solicit their input for comments and changes. It is a whole-school effort and everyone contributes and understands our goals and mission.

#### Additional Information

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

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2022-23 Phase One: JES School Safety Report

2022-23 Phase One: School Safety Report

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## 2022-23 Phase One: School Safety Report

### School Safety Report

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

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

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

#### Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes

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

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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## JES 2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

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## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

1. On a designated day in October (October 10, 2022), the staff at JES meet to analyze the current state data.

2. Teachers meet together in teams to formulate goals and strategies for improvement, then turn them in to the principal, who compiles and asks for additional thoughts.

3. The data is then presented to the SBDM council, and the CSIP completed.

This design allows stakeholders from all groups to have input into the school improvement plan, and allows teachers in the building to feel an ownership of the goals and strategies they will use to make the plan a success for students.

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Teachers meet regularly in PLCs with teams to analyze current data, determine and share best practices, and plan for student improvement. Principal meets monthly with teams of teachers to analyze data and determine school and grade level focus.

### 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?

This year's KSA data is based in a brand new accountability system, again. In this year's system, JES received an overall score of 62.1 for a ranking of "yellow" (medium), being 6.9 points away from a "green" (high) score.

\* Reading: JES 48% P/D, State 45% P/D JES 52% N/A, State 55% N/A JES better than state averages in both

\* Math: JES 45% P/D, State 38% P/D JES 55% N/A, State 62% N/A JES better than state averages in both

\* Science: JES 20% P/D, State 29% P/D JES 80% N/A, State 71% N/A JES worse than state averages in both

\* Social Studies: JES 41% P/D, State 37% P/D JES 59% N/A, State 63% N/A JES better than state averages in both

\* C. Writing: JES 22% P/D, State 37% P/D JES 78% N/A, State 63% N/A JES lower than state in P/D, better in N/A

### 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.

Students come with less language exposure every year, and more exposure to screens.

We are seeing a sharp uptick in students with autism, and many who have had no services prior to entering the school setting.

According to FRYSC data, there is a sharp increase in the number of students with food insecurity.

There are increasing difficulties with securing substitutes and good quality teachers.

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Behavioral data from August 2022 - October 2022 indicates a downturn in all areas after 9 weeks of implementing PBIS expectations with fidelity.

### 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.

JES had a medium rating of 62.1% P/D overall this year according to the new KSA accountability system. This is 6.9% away from a high rating, which begins at 69%.

In reading, JES has 52% N/A and 48% P/D, so more are not able to read proficiently than are, although we are above the state avg of 45%.

In math, JES has 55% N/A and 45% P/D, so, again, more are not proficient than are, and again, we are above the state avg of 38%.

In science, JES has 80% N/A and 20% P/D, which is the lowest P/D in the district, and lower than the state avg of 29%.

In social studies, JES has 59% N/A and 41% P/D, which is higher than the state avg of 37%.

In writing, JES has 78% N/A and 22% P/D, which is lower than the state avg of 37%.

In depth comparison of Spring MAP (benchmark) scores and KSA data reveals a staggering correlation between the two, so our focus will continue to be on improving individual student MAP scores and practicing the format of the KSA with our unit assessments throughout the year so that students are not overwhelmed and unfamiliar when it is administered.

Culture data gives JES a 77%, or high, rating for safety and a caring environment. Lower scores in this area are tied to student behaviors and interactions with peers. We work daily to try to teach kindness.

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Teacher culture surveys indicate teachers are happy in the building, with administration, procedures, and collegial relationships. They are struggling to provide students with all of the supports they require to be successful and to mitigate learning loss from Covid.

We have fewer students in need of RtI at the secondary levels and thus believe our focus on the lower grades has been successful; we are giving particular attention to this year's third grade readers as they were very negatively affected by the Covid time out of school.

We have 10 non-tenured teachers in the building from a total of 30; this lack of experience is showing in our scores. Principal provides structured and targeted PD to increase teacher effectiveness.

#### 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.

Illness (both COVID and other) and lack of substitutes has forced administration to make difficult decisions regarding shuffling staff to best cover classes on many occasions. This has without a doubt made a difference in the quality and continuity of instruction at every level. These decisions were made first with supervision (safety) in mind, and then to provide best instruction.

Math is lower than reading, as it has been for a few years, but the gap is closing (Math P/D 45%, Reading P/D 49%).

Science and Social Studies are both lower than we have seen in several years, a new trend since the onset of the inquiry focused testing model. For the previous five years, SS was consistently high:

\* 2014-15, 63.5% \* 2015-16, 53.6% \* 2016-17, 62.5% \* 2017-18, 69.1%  
\* 2018-19, 64% 2019-20 no test

\* 2020-21 Field Test no data \* 2021-22 score dropped 25 percentage points much like Science did when the standards changed.

Students do not type and manipulate the computer well; we are working on developing those skills across the building.

On-demand writing dropped from last tested data in 2020-21 of 32.8% P/D to 20% P/D for Combined Writing. In the new accountability system, OD (our score 17% P/

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D) is weighted more than Editing and Mechanics (our score 41% P/D) to form a Combined Writing Score (20% P/D).

We see a continuing trend of too many apprentice students; we focus on remediation for the novice students and extension for the proficient, but the vast majority still linger in apprentice. Reading 30% A, Math 35% A, Science 62% A, Social Studies 35% A, and Writing 57% A. Too many.

### 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.

Students scored JES in the "green" (HIGH) regarding a safe, positive and loving school culture. This is THE single most important thing we can provide students from a culture of poverty, and is critical in that no instruction is received before they feel safe and loved. The score of 77% is due to students being unkind to each other, and we have tools in place to address those issues.

We all understand the importance of reading and there is a school-wide emphasis on developing and modeling distinguished grammar, enunciation/pronunciation, and vocabulary.

Last year's third grade group came into fourth grade with 41/66 students scoring at the P/D level in reading on 2022 Spring KSA, and 37/66 scoring P/D in Math. This means more than half began the year at this level and should continue to grow.

At least one experienced teacher at each grade level to help guide instruction; all are part of the Leadership Team who help make decisions regarding instruction and culture in the building.

### 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

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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.

1. Planning standards-based, engaging lessons
2. Assessing, using small groups to remediate and extend learning
3. PLCs to analyze data and drive instruction


### **ATTACHMENTS**

#### **Attachment Name**

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 JES Key Elements Template 2021 2022

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 JES Key Elements Template 2021 2022	These are the Key Core Work Processes for the CSIP planning phase.	• 7

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Quarterly MAP testing Lesson planning Curriculum maps/pacing guides Progress monitoring
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Assessments, lesson plans, observations Curriculum guides aligning to standards Differentiated groups/ Rtl
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Lesson planning to include continuous and varied assessments.
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PLC protocol for monthly data meetings <ol style="list-style-type: none"> <li>1. What standard did we teach?</li> <li>2. How do we know students learned?</li> <li>3. How do we remediate and extend?</li> </ol> MAP shows if progress m. data is correct.
<b>KCWP 5: Design, Align and Deliver Support</b> 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?	Grade-level weekly PLCs to plan Monthly data PLCs to triangulate data Progress monitoring data binders Progress reports/grade cards
<b>KCWP 6: Establishing Learning Culture and Environment</b> 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?	PBIS rewards Sanford Harmony Equitable division of duties Overcoming Obstacles program



## JES 2022-23 Phase Two: School Assurances

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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

Ongoing PLC's, book studies, and carefully selected PD aligned with Professional Growth needs designed to increase student learning.

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**

Parent Nights are planned for Reading, Math and Science throughout the year.

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**

A parent night is planned for this.

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**

A three-year plan is developed, updated and monitored by SBDM Council, made up of principal, teachers and parent members.

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**

CSIP is posted on school and district websites.

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**

CSIP goals are monitored in PLCs and monthly in SBDM meetings.

**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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# JES 2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

**Jamestown Elementary School**  
**Diane Blankenship**  
342 S Main Street  
Jamestown, Kentucky, 42629  
United States of America

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## 2022-23 Phase Three: Comprehensive School Improvement Plan

### Rationale

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

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

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

### Using the Comprehensive School Improvement Plan Template

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

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

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

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

We will maintain the goals set for all academic areas of increasing P/D performance by 2%, with an emphasis on:

1. Vertical alignment of all content areas to ensure continuity of learning.
2. Strong emphasis on vocabulary in all classrooms, every day.
3. Regular use of data to drive daily instruction in the classroom; use of small groups to remediate and extend learning.
4. RESEARCH BASED PRACTICES AND PEDAGOGY.

### 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)
 CSIP 2022-2023	Updated 12/6/22	•

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - 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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

## 1: State Assessment Results in reading and mathematics

Goal 1 Each year, increase the number of students scoring proficient or distinguished in reading by 2%, from 49% to 51%, and in math by 2%, from 45 to 47%, by the 2023-2024 school year. By the 2025 – 2026 school year, increase the number of students scoring proficient or distinguished in reading by 6%, from 49% to 54%, and in math by 6%, from 45 to 51%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b>  Increase the number of students scoring P/D in reading each year by 2% and by 6% over a three year period.	Use of standards-based, high yield instructional strategies in every classroom.	1. Lessons will be prepared with clear learning targets and outcomes to detail levels of success based on standards. 2. Quick, specific feedback designed to move the learning forward will be given to each student. 3. PD and PLC studies of research-based, effective methods and high-yield strategies from Hattie's research.	Evidenced by: 1. observation data 2. PLC minutes to include: * An increase in student achievement on MAP. * Lesson plans with targets * Progress monitoring data to show target to outcome ratio. 3. Document use of strategies during walkthroughs and observations.	Principal will meet monthly with teachers in PLCs to review all data regarding student progress and student work samples. District Instructional Coach will share research-based, effective methods and high-yield strategies at each PLC meeting.  Teachers will meet weekly to plan together and share best practices and data regarding student improvement.	\$0
		Observation & collaboration between new and highly effective veteran teachers (15 total days) 1. During observations, pair new teachers and veteran teachers based on need and skill. 2. Debrief with new teachers on learning from observations.	Increase in new teacher effectiveness measured by observation data and an increase in student achievement/behavior measured by progress monitoring, PBIS data and MAP data.	Teachers who are non-tenured with less than two years' experience will be given a schedule to observe strong veteran teachers based upon the new teacher's deficits regarding the Framework for Teaching as noted during walkthroughs and observations. Principal will meet with new teacher after the observation to discuss learning and application.	\$1335.00 Title I Sub Release Funds

		3. Look for and document use of strategies during walkthroughs and observations.		Observation data will measure the Framework focus for each teacher.	
		<p>Incorporate non-fiction at every level to support content in each grade.</p> <ol style="list-style-type: none"> <li>1. Librarian will assist teachers in choosing content appropriate non-fiction material for use in each classroom.</li> <li>2. Teachers will incorporate non-fiction reading at least twice each week.</li> </ol>	<ol style="list-style-type: none"> <li>1. AR data will indicate an increase in non-fiction reading.</li> </ol>	<p>Librarian will compile a list of non-fiction selections available for each grade level to share with teachers to support all content, but especially science and social studies.</p> <p>Lesson plans will reflect non-fiction reading at least twice each week.</p>	Librarian \$0
		<p>Integrate high level vocabulary consistently to support content and comprehension.</p> <ol style="list-style-type: none"> <li>1. Teachers will be encouraged to use and explain "distinguished" words rather than simpler words. This will include but not be limited to content vocabulary.</li> <li>2. Teachers will work together to align use of strategic content vocabulary which will be repeated to students each year consistently.</li> </ol>	<ol style="list-style-type: none"> <li>1. An increased level of proficiency in content vocabulary on MAP.</li> <li>2. An overall increase in reading ability measured by individual reading levels according to STAR reading.</li> </ol>	<p>Observation data will monitor teachers' use of high-level vocabulary and data will support an increase in fluency and comprehension for students.</p> <p>Vertical alignment of key vocabulary content is present in new curriculum and teachers have met, and will meet again in January to share their critical vocabulary for each subject and grade. This consistent use of content vocabulary will increase students' knowledge and vocabulary and will be seen in all data going forward.</p>	\$0

		<p>Intentional focus on building stamina in students for reading lengthy passages and the inquiry method of learning.</p> <ol style="list-style-type: none"> <li>1. Teachers will gradually increase the length of passages related to content learning as the year progresses.</li> <li>2. Teachers will incorporate the inquiry method into at least two assignments each semester in grades 3-5.</li> </ol>	<ol style="list-style-type: none"> <li>1. An increase in student stamina as measured by progress monitoring data to be shared in PLCs monthly.</li> <li>2. Student work samples to be shared in PLCs monthly.</li> </ol>	<p>Lesson plans will document a focus on building stamina by increasing the length of reading passages as the year progresses in grades two through five. Principal will observe this during walkthroughs and observations.</p> <p>Student work samples will show the gradual increases during monthly PLCs. Progress monitoring data (assessments, quizzes, exit slips, etc.) will show comprehension with longer passages increasing.</p>	\$0
		<p>Design tasks and activities at the analysis and application level of thinking.</p> <ol style="list-style-type: none"> <li>1. Teachers will plan for every lesson's engagement and rigor at the analysis and application levels using the 8 Qualities of Engaging Learning Cube by John Antonetti.</li> <li>2. High-yield strategies will be shared with teachers in PLCs each month.</li> </ol>	<ol style="list-style-type: none"> <li>1. MAP scores should reflect higher levels of achievement based on regular opportunities for deeper thinking.</li> <li>2. Progress monitoring data to be shared in PLCs will be student samples showing evidence of engagement and high-yield strategy use and effectiveness.</li> </ol>	<p>Lesson plans will reflect planning tasks at the analysis and application level; walkthroughs and observations will offer opportunity for Principal to observe the tasks in real time.</p> <p>Monthly examples of engaging strategies during PLCs with teachers will be offered by District Learning Coach.</p> <p>Student work samples will be shared in monthly PLCs to evidence planning at the higher level of thinking. Weekly grade level PLCs will show planning for higher-order tasks.</p>	\$0

	Student progress will be monitored using multiple data sources available to teachers.	Teachers will use MAP, Lexia, Class Works, AR, Star reading, and classroom data monitoring to assess students' individual needs and growth.	Students will receive individualized small group instruction based on data to remediate and extend.	Lesson plans will reflect monitoring tools and frequency and small group tasks. Observations will be done during small group instruction to ensure individualization. Teachers will share during monthly PLCs and with each other during weekly PLCs.	Lexia BOE paid STAR/AR \$5500 Class Works BOE Typesy (paid for last years for 3 years)
	Use of individualized and differentiated instruction.	<p>Small group instruction will be offered in every classroom several times per week as needed to remediate and extend learning.</p> <ol style="list-style-type: none"> <li>1. Groups will be based on student need ascertained by standards-based progress monitoring tools.</li> <li>2. Instruction will be intensive in nature and the curriculum will be readjusted to ensure student learning and mastery of standards.</li> <li>3. Teachers will work with students to set goals and teach them to take responsibility for their own learning.</li> <li>4. Teachers will collect and maintain evidence of student learning and interventions to present appropriate referrals through the Tiers of the RtI process.</li> <li>5. In First Grade classes, instructional assistants will facilitate groups to increase the</li> </ol>	<p>Increased student performance shown by triangulated data to be reviewed in monthly PLCs.</p> <ol style="list-style-type: none"> <li>1. Three sources of data will be used to ensure student mastery of standards.</li> <li>2. Goal-setting, monitoring data will be shared in PLCs.</li> <li>3. Coordination with the RtI Teacher to ensure appropriate help is given to every student.</li> </ol>	<p>Lesson plans will reflect differentiation strategies and small group individualized instructional planning.</p> <p>PLCs will include shared student samples and best station activities for students with data to support.</p> <p>Observations will have a deliberate component of time management to ensure teachers spend adequate individual time with each student.</p> <p>Progress monitoring data will show differentiation and results.</p>	<p>Lexia BOE STAR/AR \$5500 Class Works BOE Typesy \$2375 (3 yr. subscription)</p> <p>Instructional Assistants: \$86,625.00 ESSER</p>

		amount of 1:1 instruction provided to students.			
Increase the number of students scoring P/D in math.					\$0
		<b>Observation &amp; collaboration between new and highly effective veteran teachers (15 total days)</b> <ol style="list-style-type: none"> <li>1. During observations, pair new teachers and veteran teachers based on need and skill.</li> <li>2. Debrief with new teachers on learning from observations.</li> <li>3. Look for and document use of strategies during walkthroughs and observations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in new teacher effectiveness measured by observation data</li> <li>2. Increase in student achievement measured by progress monitoring and MAP data.</li> <li>3. Increase in positive student behavior measured by PBIS data.</li> </ol>	<p>Teachers who are non-tenured with less than two years' experience will be given a schedule to observe strong veteran teachers based upon the new teacher's deficits regarding the Framework for Teaching as noted during walkthroughs and observations. Principal will meet with new teacher after the observation to discuss learning and application</p> <p>Observation data will measure the Framework focus for each teacher.</p>	\$1335.00 Title I Sub Release Funds
		<b>Build grade level number sense to support number fluency and computation.</b> <ol style="list-style-type: none"> <li>1. Teachers will offer sustained and regular opportunities for practice with fluency and computation at every level.</li> <li>2. Content will be spiraled for repetition and retention.</li> <li>3. Small group interventions will be utilized to provide individualized instruction, and will include regular assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress monitoring data will be shared in monthly PLCs to show levels of student progress.</li> <li>2. MAP scores should increase.</li> <li>3. Observation of small group interventions.</li> </ol>	<p>Lesson plans will reflect regular opportunities for practice with fluency and computation at every level, spiraling for repetition and retention, and small group interventions for moving the learning forward.</p> <p>Progress monitoring data will reflect regular feedback for practice with fluency and computation.</p> <p>MAP scores will show an increase in proficiency.</p>	\$0

		and specific feedback that moves the learning forward.			
--	--	--	--	--	--

		<b>Modeling, guided and individual practice opportunities with multi-step problems.</b> <ol style="list-style-type: none"> <li>Teachers will model multi-step problems daily with students grades 3-5, using exemplars and rubrics to provide a standard of success.</li> <li>Teachers will provide opportunities for practice daily with multi-step problems.</li> <li>Teachers will offer specific feedback including opportunities for self and peer feedback designed to move the learning forward.</li> </ol>	<ol style="list-style-type: none"> <li>Increase in student stamina and ability to solve multi-step problems measured by progress monitoring data.</li> <li>Evidence of opportunities provided through lesson plans and student work samples shared in PLCs.</li> </ol>	<p>Lesson plans will reflect modeling, guided and individual practice with multi-step problems.</p> <p>Observations will provide evidence of use of exemplars and rubrics during modeling with multi-step problems.</p> <p>Student work samples shared in monthly PLCs with Principal will provide evidence of peer/teacher feedback designed to move the learning forward.</p>	\$0
		<b>Integrate high level vocabulary consistently to support content and comprehension.</b> <ol style="list-style-type: none"> <li>Teachers will use and explain content math language regularly.</li> <li>Teachers will work together to align use of standards-based content vocabulary which will be repeated to students each year consistently.</li> </ol>	<p>Increase in student ability to solve math problems measured by progress monitoring data and MAP scores.</p> <p>New math curriculum uses specific content vocabulary across the grade levels.</p>	<p>Observation data will monitor teachers' use of high-level vocabulary and data will support an increase in fluency and comprehension for students.</p> <p>Vertical alignment of key vocabulary content is present in new curriculum and teachers have met, and will meet again in January to share their critical vocabulary for each subject and grade. This consistent use of content vocabulary will increase students' knowledge and vocabulary and will be seen in all data going forward.</p>	\$0

		<p><b>Design tasks and activities at the analysis and application level of thinking.</b></p> <ol style="list-style-type: none"> <li>Teachers will offer engaging and rigorous interaction with grade level content by using the 8 Engaging Qualities of Work by John Antonetti when designing lessons.</li> <li>Students will be given multiple opportunities to explain their thinking and quality feedback to move the learning forward.</li> </ol>	<ol style="list-style-type: none"> <li>MAP scores should reflect higher levels of achievement based on regular opportunities for deeper thinking.</li> <li>Progress monitoring data to be shared in PLCs will be student samples showing evidence of engagement and high-yield strategy use and effectiveness</li> </ol>	<p>Lesson plans will reflect planning tasks at the analysis and application level; walkthroughs and observations will offer opportunity for Principal to observe the tasks in real time.</p> <p>Monthly examples of engaging strategies during PLCs with teachers will be offered by District Learning Coach.</p> <p>Student work samples will be shared in monthly PLCs to evidence planning at the higher level of thinking. Weekly grade level PLCs will show planning for higher-order tasks.</p>	\$0
		<p><b>Varied and consistent use of assessment and feedback to drive instructional practices.</b></p> <ol style="list-style-type: none"> <li>Lessons will be designed with multiple levels of assessment to accurately and quickly measure understanding.</li> <li>Time will be built in for feedback and extension/remediation of content.</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans</li> <li>Grade level team PLC minutes and planning documentation.</li> </ol>	<p>Principal review of lesson plans will yield evidence of planning for varied assessment; observations will support evidence of assessment and feedback.</p> <p>Student work samples shared during monthly PLCs with Principal and District Learning Coach will provide evidence of feedback aimed at moving individual learning forward.</p>	

	Use of individualized and differentiated instruction.	<p><b>Small group instruction will be offered in every classroom several times per week as needed to remediate and extend learning.</b></p> <ol style="list-style-type: none"> <li>1. Teachers will utilize progress monitoring data to group students and offer appropriate support as needed.</li> <li>2. Centers will include practice with recent content as well as spiraled content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress monitoring data, including assessment data, will be shared monthly in PLCs.</li> <li>2. MAP benchmark should show improvement.</li> </ol>	<p>Lesson plans will reflect differentiation strategies and small group individualized instructional planning.</p> <p>PLCs will include shared student samples and best station activities for students with data to support.</p> <p>Observations will have a deliberate component of time management to ensure teachers spend adequate individual time with each student.</p> <p>Progress monitoring data will show differentiation and results.</p>	\$0

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

<p><b>Goal 2</b> Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the number of students scoring P/D in Science.</p>	Students will complete TCTs at every level using the CER method.	<p>Teachers at each grade level will provide instruction in Science through TCTs.</p> <ol style="list-style-type: none"> <li>1. As part of vertical alignment, TCTs will be chosen for each grade level.</li> </ol>	<p>Students will build a knowledge base that increases with each year.</p> <ol style="list-style-type: none"> <li>1. During monthly PLCs, teachers will provide student samples to indicate work with TCTs and provide indication</li> </ol>	Completed TCTs will be shared with the Principal, the ELA teacher at the next grade level and the fourth grade Science teacher to help gauge each student's progress and provide guidance for the next grade's instruction. The use of a rubric to	\$0

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		2. TCTs will be graded according to a rubric.	<p>of student success/improvement.</p> <p>2. TCTs will be shared with ELA teachers at the next grade level and with fourth grade teachers.</p>	provide feedback and teach student self-assessment will be evident by including the rubric in the student samples.	
	PLCs to increase the level of vertical alignment and consistency of delivery.	<p><b>Teachers will work to identify and integrate common vocabulary and methods to be used at each grade level consistently to support content and comprehension.</b></p> <p>1. Teachers will be encouraged to use and explain science content language.</p> <p>2. Teachers will work together to align use of standards-based content vocabulary which will be repeated to students each year consistently.</p>	<p>By fourth grade, students should know content vocabulary and be ready to apply to concept learning.</p> <p>Evidenced by:</p> <p>1. Assessment data</p> <p>2. TCTs</p> <p>3. Progress monitoring data</p>	<p>Teachers will be provided a sub for release time on designated days to plan for Science vertical alignment.</p> <p>Alignment will be evidenced by agendas, sub records, and ultimately, lesson planning and observations which will show consistency in content usage.</p>	\$200 Title I Sub Release Funds
		<p><b>All teachers will become familiar with standards to be taught at each grade level.</b></p> <p>1. As part of vertical alignment, teachers will work together to ascertain critical content for each grade level.</p> <p>2. During PLCs, leaders will share strategies and examples of</p>	<p>Teachers will be more effective at integrating the science standards into other content and increasing exposure.</p> <p>Evidence will come from:</p> <p>1. Student work samples to be shared in PLCs.</p> <p>2. Teacher lesson plans.</p>	<p>Teachers will share student work samples in monthly PLCs with Principal.</p> <p>District Learning Coach will share in monthly PLCs strategies for teaching science effectively while integrating into other content areas.</p>	\$0

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; In Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		high-yield strategies for teaching science.	3. Progress monitoring data.	Standards placemats or other standards progress monitoring tools will be shared in monthly PLCs or during Principal walkthroughs and observations.	
	Standards-based, rigorous, engaging instruction and practice for students.	<b>Design tasks and activities at the analysis and application level of thinking.</b> <ol style="list-style-type: none"> <li>Teachers will offer engaging and rigorous interaction with grade level content by using the 8 Engaging Qualities of Work by John Antonetti when designing lessons.</li> <li>Students will be given multiple opportunities to explain their thinking and quality feedback to move the learning forward.</li> <li>Hands-on, real life projects, field trips, and guest speakers will provide an opportunity for students to see Science in the real world.</li> </ol>	<ol style="list-style-type: none"> <li>Students will be able to apply concepts to real life measured by progress monitoring data to be shared by student work samples and TCTs in PLCs.</li> <li>Engaging, high-yield strategies evidenced in lesson plans.</li> </ol>	<p>District Learning Coach will provide examples of engaging work during monthly PLCs with Principal.</p> <p>Lesson plans will evidence engaging qualities of work.</p> <p>Student work samples in PLCs will evidence hands-on, real life projects, etc. allowing students to see Science in the real world.</p>	<p>Mammoth Cave \$372 Activity Fund</p> <p>Falls of Ohio \$627 Activity Fund</p>

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Practice with the inquiry method and testing format.	<b>Intentional focus on building stamina in students for using the inquiry method of learning and goal setting with students to help them take responsibility for their own learning.</b> <ol style="list-style-type: none"> <li>Teachers grades 3-5 will gradually increase the length of passages related to science content as the year progresses.</li> <li>Teachers will incorporate the inquiry method into at least two assignments each semester in grades 3-5.</li> <li>All science assessments will be given in KSA format.</li> <li>Teachers will work with students to set and monitor regular learning goals.</li> </ol>	<ol style="list-style-type: none"> <li>Student work samples shared in PLCs will evidence increased length of passages used and use of inquiry method.</li> <li>Shared assessment data during PLCs will prove use of KSA like method for testing.</li> </ol>	<p>Lesson plans will evidence practice with the inquiry method and with student goal setting.</p> <p>Student work samples shared in PLCs will evidence gradual increases in length of passages and use of the inquiry method.</p> <p>Teachers will share KSA formatted assessments and the data to prove regular practice with the testing method.</p>	\$0
<b>Objective 2</b> Increase the number of students scoring P/D in Social Studies.	PLCs to increase the level of vertical alignment and consistency of delivery.	<b>Teachers will work to identify and integrate common vocabulary and methods to be used at each grade level consistently to support content and comprehension.</b> <ol style="list-style-type: none"> <li>Teachers will be encouraged to use and explain social studies content vocabulary.</li> <li>Teachers will work together to align use of standards-based content vocabulary which will</li> </ol>	<p>By fifth grade, students should know content vocabulary and be ready to apply to concept learning.</p> <p>Evidenced by:</p> <ol style="list-style-type: none"> <li>Assessment data</li> <li>Progress monitoring data</li> </ol>	<p>Teachers will be provided a sub for release time on designated days to plan for Social Studies vertical alignment.</p> <p>Alignment will be evidenced by agendas, sub records, and ultimately, lesson planning and observations which will show consistency in content usage.</p>	\$100 Title I Sub Release Funds

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		be repeated to students each year consistently.			
		<p><b>Teachers will become familiar with standards to be taught at each grade level.</b></p> <ol style="list-style-type: none"> <li>1. As part of vertical alignment, teachers will work together to ascertain critical content to be for each grade level.</li> <li>2. During PLCs, leaders will share strategies and examples of high-yield strategies for teaching social studies.</li> </ol>	<p>Teachers will be more effective at integrating the social studies standards into other content and increasing student exposure.</p> <p>Evidence will come from:</p> <ol style="list-style-type: none"> <li>1. Student work samples to be shared in PLCs.</li> <li>2. Teacher lesson plans.</li> <li>3. Progress monitoring data.</li> </ol>	<p>Teachers will share student work samples in monthly PLCs with Principal.</p> <p>District Learning Coach will share in monthly PLCs strategies for teaching social studies effectively while integrating into other content areas.</p>	\$0
	Practice with the inquiry method and testing format.	<p><b>Teachers will design tasks to present content through the inquiry method and design assessments in KSA format to provide practice for students, and set goals with students designed to help them take responsibility for their own learning.</b></p>	<p>Students will be more familiar with the methods of sharing their content knowledge on the KSA as evidenced by:</p> <ol style="list-style-type: none"> <li>1. Progress monitoring data</li> <li>2. Increased MAP scores</li> <li>3. Assessment data</li> <li>4. Goal-setting worksheets and notes</li> </ol>	<p>Lesson plans will evidence practice with the inquiry method and with student goal setting.</p> <p>Student work samples shared in PLCs will evidence gradual increases in length of passages and use of the inquiry method.</p> <p>Teachers will share KSA formatted assessments and the data to prove</p>	\$0

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				regular practice with the testing method.	
<b>Objective 3</b>  Increase the number of students scoring P/D in Writing.	Update Writing Policy to reflect needs as identified by KSA data.	<b>All teachers will be provided the Writing Policy (scaffolded to build skill and stamina), updated to include the new standards and curriculum, and will turn in sample writing pieces as complete to be shared with teachers at the next grade level.</b> <ol style="list-style-type: none"> <li>This continued practice should build stamina for writing and creative expression by fifth grade.</li> <li>Each grade level will be assigned particular writing tasks to scaffold student progress and help build stamina and skill for writing.</li> </ol>	<ol style="list-style-type: none"> <li>Students will receive scaffolded practice with varied writing tasks.</li> <li>Student samples will be shared both at PLCs and with teachers at the next grade level.</li> </ol>	The fifth grade ELA teacher will be granted release time to help develop a schoolwide writing process, organizer, and progressive grade-level vocabulary designed to aid student retention and comprehension of content.  Organizers will be distributed to each teacher with grade-level writing responsibilities detailed and student samples will be reviewed in PLCs with Principal and District Learning Coach monthly. At the end of the year, a student sample will be sent to the next writing/reading teacher as a measure of where to begin with each individual student.	\$100 for sub from Title I Release Funds
	Vertical alignment at all grade levels, and common strategies and vocabulary.	<b>Teachers will work to create common vocabulary and methods to be used at each grade level.</b> <ol style="list-style-type: none"> <li>All teachers will integrate high level vocabulary consistently through use of the new HMH curriculum to support content and comprehension. We will consistently build the habit of</li> </ol>	By fifth grade, students should know content vocabulary and be very familiar with methods, which they can then apply to writing lengthy and quality samples.  Evidenced by: <ol style="list-style-type: none"> <li>Assessment data</li> </ol>	Use of common vocabulary will be observable in classroom visits by Principal, and will be revisited each year.  Teachers will discuss and document in weekly PLC meetings.	\$100 Title I Sub Release Funds  \$92,753.31

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		choosing the “distinguished” word.  2. Teachers will work together to align use of standards-based content vocabulary which will be repeated to students each year consistently.	2. Progress monitoring data  The new HMH reading curriculum standardizes content vocabulary across all grade levels.		HMH Curriculum: \$92,753.31 ESSER
	Practice with KSA testing method and format.	<b>Teachers will use the Typesy program to help students build typing skills which will help them demonstrate their learning on all computer-based assessments.</b>  <b>Teachers in grades 3 – 5 will design writing tasks and other assessments to provide students practice with KSA format when presenting content.</b>	1. Student typing skills will be measured by the Typesy program. 2. Scores on KSA-like assessments will help measure progress and increasing stamina.	Teachers will monitor student progress through the Typesy program and offer incentives for completion with fidelity.  Classroom assessments, given in KSA format, will measure academic increases and stamina for typing answers.	Typesy: \$2375 paid from 2021-22 SEEK funds—3 year subscription
			1. Progress monitoring data will be shared during PLCs. 2. Lesson plans and student work samples will evidence KSA format for assessments.	Assessments and student writing samples will evidence use of the KSA format.	\$0
	Use of high yield, rigorous, and engaging strategies to teach the writing process.	<b>Teachers will work to design high interest, engaging lessons to build student stamina and skill for writing, connect to real-world audiences,</b>	Student achievement will increase as evidenced by 1. Progress monitoring data shared during PLCs.	Lesson plans will evidence use of The 8 Engaging Qualities of Work by John Antonetti, the Engagement Cycle by John O’Conner and the high-yield strategies of John Hattie.	\$0

**Goal 2** Each year, increase the number of students scoring proficient or distinguished in Science by 2%, from 20% to 22%; in Social Studies by 2%, from 39% to 41%; in Combined Writing by 2%, from 17% to 19%, by the 2023-2024 school year. By the 2024 – 2025 school year, increase the number of students scoring proficient or distinguished in Science by 6%, from 20% to 26%; in Social Studies by 6%, from 39% to 45%; and in Combined Writing by 6%, from 17% to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<b>build creativity for writing and teach content.</b> <ol style="list-style-type: none"> <li>Teachers will design tasks and activities at the analysis and application level of thinking.</li> <li>Teachers will plan for every lesson 's engagement and rigor at the analysis and application levels using the 8 Qualities of Engaging Learning Cube by John Antonetti.</li> <li>High-yield strategies will be shared with teachers in PLCs each month by the District Learning Coach.</li> </ol>	<ol style="list-style-type: none"> <li>MAP scores.</li> <li>Assessment data.</li> </ol>	<p>Observations and walkthroughs will be focused on gathering data to determine needs for future PD regarding planning for student engagement and delivery of engaging lessons, and appropriate level of rigor.</p> <p>Student work samples will be reviewed during PLCs with the Principal each month.</p> <p>The District Learning Coach will share high-yield instructional strategies and examples with all grade levels during monthly PLCs.</p>	

### 3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Reduce the gap between economically disadvantaged and non-economically disadvantaged students.	Intentional learning focus on gap student groups.	ESS to support students	Increased student achievement: 1. Progress monitoring 2. Assessment data 3. MAP data	Teachers will monitor changes in student achievement levels through progress monitoring and assessment data in the classroom.	\$17,000 Title I  \$134.00 Resources Title I  MAP: \$5,796.50
		Rtl to remediate and support students to strengthen skills.	Increased student achievement: 1. Progress monitoring 2. Assessment data	Rtl teachers and Principal will monitor student skill levels through benchmark data each quarter, and each month progress monitoring data will be reviewed to monitor student progress.	\$37,000 Title I \$57,130.00 Intervention Teacher
		Use of Class Works program, MAP data, and progress monitoring of IEP goals to mark individual progress and drive instructional decisions.	Increase in student achievement: 1. Progress monitoring 2. Assessment data 3. MAP data	Lesson plans will include use of data from at least three sources, including but not limited to: Class Works, MAP, STAR, Lexia, to support learning.  PLC agendas and notes will include discussion to share best practices when using Class Works and MAP data to determine remediation and extension of instruction.	MAP: \$5,796.50 ESSER  Class Works: \$13,156.00
		Triangulation of data for student goal setting:	Increased student achievement:	During monthly PLCs with Principal, teachers will bring three data sources	MAP: \$5,796.50

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <li>MAP</li> <li>Class Works</li> <li>Lexia</li> <li>STAR reading</li> <li>Progress Monitoring data</li> </ul>	<ol style="list-style-type: none"> <li>Progress monitoring toward IEP goals and content work</li> <li>Assessment data</li> <li>MAP data</li> </ol>	used to determine instructional decisions. The data will be reviewed in compiled form and instructional decisions and success rate will be discussed.	Class Works: \$13,156.00  Lexia: \$11,777.83  STAR: \$5,385.86
<b>Objective 3</b>  Reduce the gap between disability and non-disability students.	Schedule resource time outside of exposure to core content in classroom setting	Students will be exposed to all content at grade level and will be offered collaboration time when most needed. They will not be removed from class for resource during key instructional times.	Increased student achievement: <ol style="list-style-type: none"> <li>Progress monitoring of IEP goals</li> <li>Assessment data</li> <li>MAP data</li> </ol>	Principal will create schedules and review all changes to ensure collaboration times are occurring when key content is presented and resource times are occurring when students are working independently.  Continued exposure to content will help improve all student scores, including progress toward IEP goals, content work as assessed in the classroom, and MAP data each quarter.	\$0
	Work to intentionally group students for maximum time and learning with resource teachers.	Students will have opportunity to work in small groups with peers guided by resource teachers.	Improved student skill levels: <ol style="list-style-type: none"> <li>Progress monitoring of IEP goals</li> <li>Assessment data</li> </ol>	Triangulated data presented in grade level and monthly PLCs will be used to intentionally group students to allow Special Educators to maximize collaboration time in the classroom; Principal will ensure schedules reflect student needs.	\$0

#### 4: English Learner Progress

Goal 4 Every EL student will increase 1.5 levels (0.5 per year) by May 2025 as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  Each EL student will increase .5 levels each year and 1.5 levels by May 2025 as measured by ACCESS.	Implementation of evidence-based curriculum/program and effective high-yield strategies to ensure the intent of learning.	1. 1. Ensure that curricular delivery and assessment measures provide for all pertinent information needs of EL students. 2. Ensure instructional modifications are made based upon feedback gained from formative assessments. 3. Develop assignments and activities to inform what comes next for individual/groups of students	Monitoring measures are in place regarding placement and student progress of listening, speaking, reading, and writing with support systems.	EL Director, principal and EL teachers/assistants and classroom teachers will participate in PLCs to discuss student progress monthly to determine next steps.	Title I Part A EL teacher part time
	Systems are in place school wide for teachers to monitor progress and allow for students to know their own progression of learning.	1. Ensure formative and summative assessments (WIDA, ACCESS, universal screeners) are used appropriately to determine student needs. 2. Enact communication protocols for parents/guardians	Data charts include formative and summative data, PLC notes and student voice opportunities and indicate instructional changes or priorities based on	District Assessment Coordinator, Director of Federal Programs and EL teachers/assistants will ensure appropriate assessments are administered, feedback is offered and received and the resulting data drives	State Funded (WIDA/ACCESS)

Goal 4 Every EL student will increase 1.5 levels (0.5 per year) by May 2025 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		regarding placement and progress in support systems. 3. Create intentional opportunities for students to receive and offer effective feedback during learning.	data and Program Services Plan (PSP).	instructional implementation for student improvement in monthly PLCs.	
	Resources are aligned to needs in order to make all systems work together for continuous improvement and success.	1. Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts. 2. Develop school supports to promote and support learning. 3. Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc.	Documentation of RtI, ESS, Afterschool/Daytime Waiver, summer school, additional staffing with teachers, assistants, Family Resource	Student success measures will be evaluated by principal, teachers including EL, EL coordinator and support staff as needed.	ESS: \$5,462.00  Daytime Waiver: \$10,167.00  After School resources: \$134.00

## 5: Quality of School Climate and Safety

Goal 5: Increase the overall Quality of School Climate and Safety indicator by 2% each year, from 77% to 79% by May 2023 and to 83% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the QSCS indicator from 77% to 79% by May 2023 as measured by the State Survey, and in particular, the indicator that shows "students being kind to other students".	Focus on positive behavior with our PBIS Rewards program. Make all effort fair treatment for all students in regards to discipline.	<ol style="list-style-type: none"> <li>1. CICO available for any student needing mentoring</li> <li>2. PBIS point goals for all students</li> </ol>	Fewer disciplinary referrals and a more positive environment for students to learn and grow	Disciplinary referrals will be monitored by monthly PBIS meetings and plans will be made to improve numbers at each meeting as needed.	PBIS Rewards \$1500/year
	Create opportunities for students to learn and practice positive interactions with one another.	<ol style="list-style-type: none"> <li>1. Sanford Harmony - SEL program in all grade levels</li> <li>2. Character Class – weekly lessons for all students</li> <li>3. Classroom Guidance Lessons</li> <li>4. Fast Five – Building relationships through daily connections</li> </ol>	Overall increase in positive school climate, stronger peer and student/teacher relationships,	<p>Student voice survey will be administered to all students third through fifth grade in January 2023.</p> <p>Teachers will use the Fast Five lessons daily in classrooms; this is observable by Principal and Assistant Principal.</p>	\$0
	Teach appropriate online etiquette for social media to prevent mean, hurtful interactions	<ol style="list-style-type: none"> <li>1. Library and classroom lessons regarding "dos and don'ts" of social media and appropriate interactions with peers.</li> <li>2. Counselor will provide classroom lessons regarding bullying and cyberbullying.</li> <li>3. A school wide program will be provided with an engaging speaker to prevent bullying.</li> </ol>	Fewer reports of negative interactions and cyber-bullying on social media outside of school hours	<p>PBIS data will reflect fewer reports as the year progresses.</p> <p>The QSCS Indicator will improve and, in particular, the indicator regarding students being kind to one another will improve.</p>	\$1000 SEEK fund