



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09132023_12:13

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 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.

Tony Procaccino 9/13/23



2023-2024 Phase One: Executive Summary for Schools_09132023_12:05

2023-2024 Phase One: Executive Summary for Schools

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Anthony Procaccino
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Table of Contents

2023-2024 Phase One: Executive Summary for Schools	3
--	---

2023-2024 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?

White's Tower Elementary is a Preschool - 5 school with a population of 688. We are one of 11 elementary schools in the Kenton County School District. White's Tower is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. We are proud to provide a family atmosphere to our students, staff and our families. We are fortunate in the fact that we have a school-wide Title I program. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. We have adopted a new reading program called Amplify. Our teachers are providing students with knowledge and skills based instruction to ensure a structured literacy approach to the Science of Reading. We also provide students with a tiered intervention program to help struggling students. In order to help with this, WTE did purchase, mClass, which is an intervention program that goes along with Amplify. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child. All WTE students receive free breakfast and lunch due to being a Title 1 school. We have now fully implemented 1:1 technology at all grade levels due to the collaboration with our district to provide funding for chromebooks for each student. The district has also provided a supplemental position for an Instructional Technology Coach to provide on-going professional learning for our teacher in our new Learning Management Systems including Schoology and Performance Matters.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

SBDM Committee's role is solely school improvement and their decisions impact the entire student population. The committee makes decisions on data, enrollment, allocations, student support and finances. The PTA is very actively involved in our school. They plan multiple family activities as well as fundraisers. We have a teacher representative who attends the meetings. Our FRC coordinator plans events such as Big Smiles, Fire Department visit, and more. The FRC works with families in need and provides multiple resources to those folks. White's Tower Elementary staff is involved in decisions that have an impact in the areas of: academic success, social emotional learning, student involvement, MTSS meetings and more. The staff organizes and participates many family engagement nights, parent/teacher conferences and outside events. This allows for parents to be involved in their child's academic success.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." We want each and every student to perform at his/her highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming transition ready. Teachers consistently monitor student progress and instructional needs and use data based decision making to ensure that all students are mastering the curriculum. As a school, we utilize Positive Behavior Intervention and Supports to reinforce students' positive behavior choices as well as "Monday Manners" to introduce and reinforce respectful behavior. We also provide students with social emotional learning instruction by using the "Second Step" curriculum, which works to increase students' self-confidence and meet the needs of the whole child. For tier II SEB instruction, we use Little Spot of Feelings for K-2nd graders and Second Step Boost for 3rd - 5th graders. As well as Conscious Discipline for our preschool students. We provide many meaningful activities for students and families outside of the school day.

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 2022 -2023 Kenton County Common Assessment Running Average, all students' results in May were: Math 89.75% P/D and Reading 83022% P/D. An area of improvement would be in this area would be students with IEPs. These student's results in May were: Math 69.39% and Reading 55.56%. Using spring MAP data from 22-23, White's Tower saw an average for median percentile by RIT for all students in 3rd - 5th grades in math at 58%, however students with disabilities average was at 22%. The average median percentile for RIT for all students in reading in 3rd - 5th grades at 64% and the average median percentile for RIT for students with disabilities in reading was 38%. According to 2021 Kentucky State Assessment data, WTE scored 81.7 in Proficiency reading and math indicator score compared to the district's 74.1 score. Specifically in proficiency, 3rd grade scored 73.5% P/D in reading and math combined on KSA. In the area of separate academic indicators, WTE scored 67.8 in science, social studies and combined writing indicator, compared to the state score of 57.6. In the area of Gap, WTE's free/reduced scored 71 in reading and math indicator and 71% P/D in reading on KSA. In order to improve student achievement for all students, we continuously analyzing data and making adjustments. Also, with the increase technology usage and professional learning

opportunities we are able to make real time decisions for instruction using formative data and summative data.

Additional Information

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

White's Tower Elementary is a data and relationship driven school. We are able to analyze data from diagnostic assessments to help identify students who are struggling and in need of extra support. Using Performance Matters, we are able to analyze data in real time and identify deficiencies in specific areas and then plan an attack to ensure that all students master the curriculum. One of the proudest points about being at White's Tower Elementary is our family atmosphere. At school, every student is important and every staff member is here for the successful of each student. Not only in the classroom but outside. On any given weekend, you will find staff members attending athletic events, dance recitals or even student birthdays. That's what makes White's Tower Elementary a special place.

Generated on 12/14/2023

White's Tower Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09252023_09:25

2023-2024 Phase One: School Safety Report

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Table of Contents

2023-2024 Phase One: School Safety Report 3

2023-2024 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 5/10/23

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/10/23 10:00am

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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2023-2024 Phase Two: The Needs Assessment for Schools_10132023_08:13

2023-2024 Phase Two: The Needs Assessment for Schools

White's Tower Elementary School
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Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2023-24 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.

Throughout the school year, we complete PPR Quality Instructional Indicators walks to ensure there is rigorous Tier 1 standards based instruction going on. During the walks, we look at specific exemplary instructional practices and provide feedback to teachers. The walks are related to KCSD Cycle of Quality Instruction and the feedback and descriptive evidence are related back to the cycle. At the end of each month, administration shares out the walk trend data and looks for areas of strengths and areas to grow. When an area to grow is noticed, we address strategies to improve that area in PLCs or staff meetings. School wide MTSS meetings take place throughout the school year. WTE have 6 Tier II/III multi-tiered system of support meetings and teacher meetings to review and analyze the data and then put strategies in place to address the deficiencies. For the 23-24 school year, we will have our first meeting during the third week in October (10/24/23 & 10/25/23). The data being used is: MAP data, DIBELS data, Reading Inventory Data, KSA Data and formative and summative assessment data. Each grade level meets with administration and the intervention team and we review every student in that grade

level. After the data is reviewed, we place students into intervention groups to address their specific deficiencies. All stakeholders are involved in the placement of students in interventions. The SBDM council is updated on the results of the data dive and compare WTE to the district on MAP data. After the Rtl intervention meeting, there are MTSS meetings. The MTSS team, reviews students' progress and adjust intervention groupings if needed. The team looks at the student progress monitoring data to make decisions. The MTSS team looks at academic progress every 4 weeks. During PLC meetings, we discuss our weekly Friday assessment data as well as district common assessment data. We review individual student progress towards mastery of a standard and implement a plan to attack the deficiencies. Sometimes that looks like re-teaching, flashbacks and flexible grouping for specific skills that are cause for concerns. Also, during PLCs, we identify trends seen through our PPR Walks and design specific professional development to address any deficiencies or to highlight individual teacher instruction.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Goal 1: Objective 1 Collaborate to increase reading KSA proficiency score from 64% in 2022 to 67.5% by 2023 as measured by school report card. WTE did decrease to 58% P/D, which is 9.5% away from goal. Goal 1: Objective 2 was to increase math KSA proficiency from 60% P/D in 2021 to 65% in 2022. WTE did decrease to 60% P/D, which is 5% away from goal. Objective 1 and 2 have similar activities that impacted the growth and will carry over to this school year. Some of the activities that were successful were: using lesson plan reviews and PPR walk data to ensure the design and delivery of the instruction is effective and identify areas for professional development. Also, the reviewing, analyzing and apply data strategy was implemented through student progress monitoring, analysis of assessment data and multi-tier system of support. New implementations for 23-24 school year, We have adopted a new reading program called Amplify. Our teachers are providing students with knowledge and skills based instruction to ensure a structured literacy approach to the Science of Reading. We also provide students with a tiered intervention program to help struggling students. In order to help with this, WTE did purchase, mClass, which is an intervention program that goes along with Amplify.

Goal 2: Objective 1 Collaborate to increase overall science P/D from 34% in 2022 to 38.7% in 2023. WTE did increase to 48% P/D, which was 9.3% higher than the 2023 goal. We will continue to use technology resources such as Stem Scopes, Mystery Science and Science IXL. Goal 2: Objective 2 Collaborate social studies P/D from 44% in 2022 to 50.9% in 2023. WTE did increase to 51% P/D, which is .1% higher than the 2023 goal. We will continue to use technology resources such as Social Studies Weekly, Brain Pop and Flocabulary.

Goal 3: Objective 1: Collaborate to increase reading for students with IEPs from 22% P/D in 2022 to 27% P/D in 2023. WTE did decrease to 19% P/D, which was 8% away from 2023 goal. Students with IEPs will be an area of focus for the 23-24 school

year. We will continue to use technology resource Read Theory, however we are investigating multiple resources for 23-24 school year.

Goal 4: Objective 1: Collaborate to increase the percentage of students exiting EL program from 33% in 2022 to 66% in 2023. WTE did decrease to 25% exiting, which is 41% away from 2023 goal. We will continue to work with district consultants and access the district tool kit to ensure success.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2022 - 2023, WTE was a decrease of proficient and distinguished scores in the following areas of students with disabilities: Math decrease 11% P/D, Reading decrease 3% P/D, & Combined writing decrease 8% P/D. Looking at specific grade level academic concerns, 3rd grade reading decreased 19% P/D from 22 - 23. The numbers of behavior referrals increased from 125 in 21-22 to 162 in 22-23.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current academic state data according to KSA 2022-2023 scores by P/D percentages: Reading 58% (= to district), Math 60% (+1% to district), Science 48% (+1% to district), Combined Writing 50% (- 9% to district) , and Social Studies 51% (= to district). Free & Reduced combined reading and math P/D is 47.5% compared to the district at 44.5%. Current non-academic state data according to KSA 2022-2023 survey results, the Indicator Score Overall in Quality of School Climate and Safety was a score of 96.3, which is high blue.

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.

Overall schoolwide Reading and Math scores decreased -2 points from 21-22 to 22-23 (81.7 to 79.7). Looking at specific grade level academic concerns, 3rd grade reading decreased 19% P/D from 22 - 23. Analyzing the KSA math scores for 22-23, SWD scored below compared to All students and within the SWD district scores. SWD scored 44% P/D lower in Math, 39% P/D in Reading, 35% P/D in Science, 50% P/D in Combined Writing & 43% P/D in Social Studies.

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.

According to 22 - 23 KSA data, Reading and Math Indicator score was 77.7 and Science and Social Studies Indicator score was 77.8. Also, 22-23 KSA data for White's Tower Elementary's 3rd grade showed 70% P/D in the area of math. Science achievement has increased from 34% P/D to 50% P/D and within science WTE saw a 31% P/D increase in free/reduced student scores. Social Studies achievement showed an increase in P/D from 44% to 51% from 22-23 school year.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name



WTE School Key Elements 23-24

8. 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 District Improvement Plan (CSIP) diagnostic and template.

KCWP 2: Design and Deliver Instruction Teachers will consistently use effective content specific instructional strategies and practices to enhance student understanding. Teachers use effective strategies to increase student engagement and focus on the task. The learning target, tasks, and assessments will be aligned to the specific standard being taught. Teachers will differentiate instruction to address multiple learning styles and levels of learners, and continue to have high expectations of success. Teacher will teach with fidelity to the new instructional resource, Amplify CKLA Reading Program. We also are implementing teacher planning days so they can collaborate with each other and special education teachers to ensure consistent instruction and co-teaching strategies. We are consistently looking at assessment data in Performance Matters to make adjustments to instruction to ensure all students are showing mastery of the test standard.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 WTE School Key Elements 23-24	Key Elements	• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	- Lesson Plan Reviews - PPR Walks, Feedback & Professional Development Follow Up PD Plans - Collaborative Planning days for grade levels and special education teachers - PLCs
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	- PPR Walks & Feedback/ PD - MTSS Meetings - Rtl Meetings - Assessment Data Analysis - Cycle of Quality Instruction PD - PLC Meetings - Bearcat Bulletin Instructional Strategies - SEB Tier 1 Action Plan - Transition Ready Student Conferences - PBIS Monthly Meetings
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	- Common & Friday Assessment Calendar - Common Assessment Protocol - PLC Meetings - Blaanced Assessment Plan - Performance Matters Professional Development - Assessment analysis forms
KCWP 4: Review, Analyze and Apply Data	Yes	PLC Meetings

Key Elements of the Teaching and Learning Environment – School

Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?		• Common & Friday Assessment Analysis • Teacher Assessment Google Next Steps • Performance Matters
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	• MTSS Data & Meetings • Cycle of Quality Instruction • Performance Matters • RtI Meetings • Student support meetings
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	• Quality School Climate/ Safety Survey • Bearcat Bulletin Instructional Strategies • PPR Walks & Feedback • Student Shout outs • Transition ready student conferences • PBIS Bearcat Ticket Store



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Table of Contents

2023-24 Phase Two: School Assurances	3
--------------------------------------	---

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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. In a school 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. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

17. In a school 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. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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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2023-2024 Phase Three: Comprehensive School Improvement Plan_11132023_10:15

2023-2024 Phase Three: Comprehensive School Improvement Plan

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2023-24 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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

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 template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



WTE Final 2023-2024 CSIP

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

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

See attachment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 WTE Final 2023-2024 CSIP		.

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Overall schoolwide reading and math scores decreased 2 points from 81.7 to 79.7 School Indicator Status Cut Score. Combined Writing for SWD scored 0% P/D in 22-23, in Reading SWD scored 25% P/D and in Math SWD scored 25% P/D.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Collaborative planning days for grade levels and special education teachers to collaborate for Amplify CKLA lesson planning, Common and Friday assessment data analysis and next steps to ensure student master of standards, Transition readiness conferences and adult advocacy. KCWP 2: Design and Deliver Instruction, KCWP 4: Review, Analyze and Apply Data, KCWP 5: Design, Align and Deliver Support & KCWP 6: Establishing Learning Culture and Environment

Indicator Scores List the overall scores of status and change for each indicator.

Updated June 2023

Indicator	Status	Change
State Assessment Results in reading and mathematics	77.7 High	Maintain -2
State Assessment Results in science, social studies and writing	77.8 High	Increased +5
English Learner Progress	NA	NA
Quality of School Climate and Safety	96.3 Very High	Increased Significantly +7.4
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase percentage of Reading for all students from 60% in 2023 to 78.6% by 2026 as measured by the school report card and increase percentage of Math for all students from 61% in 2023 to 79.6% by 2026 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase reading KSA proficiency score from 60% in 2023 to 66.2% by 2024 as measured by school report card.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. WTE Specific: Learning Walks - Determine the effectiveness of core instruction by ensuring the instruction is aligned to the Amplify CKLA Fidelity Markers in both the skills instruction and the knowledge instruction.	Implementation of Amplify CKLA Reading Program and Amplify mClass, WTE Action Plan, PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development.	Amplify fidelity marker walks, MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month for academics.	
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used	Student Progress Monitoring data, Performance Matters data, Friday assessment	School wide MTSS meetings. Weekly PLC meetings. RI, & DIBELS data analysis MTSS progress monitoring	

		appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard. WTE Specific: Cycle of Quality Instruction PLCs-At the beginning of each month, element feedback data will be shared and analyzed for strengths and weaknesses of instruction. Design & implement a plan to address the areas of concern during differentiated staff meetings.	data, RI, & Amplify Unit assessments	Amplify Unit tracking and monitoring	
Objective 2 Collaborate to increase math KSA proficiency score from 61% in 2023 to 67.2% by 2024 as measured by school report card.	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Implementation of Numeracy Consultants interventions, WTE Action Plan, PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month for academics.	
		Ensure that formative, interim, summative assessment results, as well	Student Progress Monitoring data,	School-wide RtI Meetings. Weekly PLC meetings.	

	• <u>KCWP 4: Review, Analyze and Apply Data</u>	as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard. WTE Specific: Cycle of Quality Instruction PLCs-At the beginning of each month, element feedback data will be shared and analyzed for strengths and weaknesses of instruction. Design & implement a plan to address the areas of concern during differentiated staff meetings.	Performance Matters data, Friday assessment data.	Data analysis MTSS progress monitoring	
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2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Increase the percentage of all students in science from 50% in 2023 to 62% in 2026 and social studies from 53% in 2022 to 71.6% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase overall science P/D from 50% in 2023 to 54% in 2024.	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. WTE Specific: Intentional school-wide science and social studies blocks protected for specific instruction and up to date resources for teachers to utilize.	Student Progress Monitoring data, Friday assessments, PLTW alignment of standards, Updated core resources such as: Stem Scopes, Generation Genesis, IXL Learning Path & Mystery Science	Weekly PLC meetings. PPR walk through feedback. Performance Matters data analysis	
Objective 2 Collaborate social studies P/D from 53% in 2023 to 59.2% in 2024.	<u>KCWP 4: Review, Analyze and Apply Data</u>	Assess with formative and summative assessments that are aligned to the standards and learning targets. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Develop a progress monitoring system to monitor standards mastery for each student. WTE Specific: Data PLC's - Prior to PLC, teachers have completed the assessment analysis form bringing data to PLC meetings. During the	Student Progress Monitoring data, Friday assessments, Updated resource of Social Studies Teacher Created Materials and IXL Learning Path.	Lesson Plan Reviews. Performance Matters data analysis. Weekly PLC meetings. Rtl Meetings	

		meeting, analyze the Friday assessment and common assessment data to ensure mastery of standards. Design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students a retaining their science and social studies instruction. Specifically, designed instruction to implement flashbacks, entrance slips, or quick reads that will help recall prior knowledge and circle back on areas of deficiencies noticed during common assessment data analysis.		
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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: Collaborate to increase combined writing for students with IEPs from 0% P/D in 22-23 to 25% P/D in 23-24.	KCWP 2: <u>Design</u> <u>and</u> <u>Deliver</u> <u>Instruction</u>	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. WTE Specific: Collaborative Planning - Grade level teachers along with special education teachers will have half day planning days throughout the year.	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Friday assessment data, SRI, DIBELS, IXL diagnostic data Monthly MTSS meetings with FRC to discuss after school involvement and mental health barriers PBIS Meetings to review safety and discipline WTE & Amplify married writing plan	MTSS Pyramid implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month. School-wide MTSS Meetings. Weekly PLC meetings. SRI, MAP & DIBELS data analysis & Sped Data Dashboard	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 5: Design, Align and Deliver Support</u>	Develop a progress monitoring system to monitor standards mastery for each student. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Performance Matters data analysis. Weekly PLC meetings. RtI Meetings	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Create and monitor an adult advocate program for students performing below proficiency. Assure consideration and addressment of non-academic barriers to learning.	MTSS Pyramid, Monthly MTSS meetings with FRC to discuss after school involvement and mental health barriers PBIS Meetings to review safety and discipline	MTSS student tracking, FRC reports	
Objective 2: Collaborate to increase reading for students with IEPs from 25% P/D in 22-23 to 35% P/D in 23-24.	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. sure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	WTE Action Plan, Implementation of Amplify reading program, PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2 nd & 4 th Tuesday of the month for academics.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		WTE Specific: Collaborative Planning - Grade level teachers along with special education teachers will have half day planning days throughout the year.			
	KCWP 4: <u>Review, Analyze and Apply Data</u>	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Performance Matters data, Friday assessment data, SRI, DIBELS & IXL diagnostic. Monthly MTSS meetings to discuss mental health barriers	School-wide MTSS Meetings. Weekly PLC meetings. IXL Diagnostic, SRI, & DIBELS data analysis MTSS progress monitoring	

4: English Learner Progress

Goal 4: Increase the percentage of students exiting English Learner program from 25% in 22-23 (1 out of 4), to 50% in 23-24.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students exiting English Learner program from 25% in 22-23, to 50% in 23-24.	KCWP 5: <u>Design, Align and Deliver Support Processes</u>	Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working. WTE Specific: All teachers did the EL scaffolding toolkit with your ELD teacher. Teachers will be using this resources to ensure that EL students are receiving specific strategies to ensure understanding. District EL teacher is collaborating with regular education teacher and providing strategies to support student success. Continued collaboration between the parties to progress monitor EL student progress and implement strategies as needed	Access testing	EL progress reports	

5: Quality of School Climate and Safety

Goal 5: Collaborate to decrease the 73% combined agreed on question Q25 (Students being mean or hurtful to other students online is a problem for my school.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to decrease the 73% combined agreed on question Q25 (Students being mean or hurtful to other students online is a problem for my school.)	KCWP 6: <u>Establishing Learning Culture and Environment</u>	Students need to know they are safe and that their needs will be equitably met academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success. Digital Citizenship curriculum.	2023 School Climate and Safety Survey Score, Student Leadership Survey	Student Leadership Meetings PBIS Data Analysis	

8: Other (Optional)

Goal 8: Collaborate to increase the Topic of Resources in the Impact Survey from 51% favorable in 2022 to 66% favorable in 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Collaborate to increase the Topic of Resources from 51% favorable in 2022 to 56% favorable in 2024. (Specifically, how crowded to learning spaces feel. The data dropped 4% to 26% favorable.)	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Transitioning to new classrooms to ease the overcrowding in common areas.	Monitor the effectiveness of the transition to new construction classrooms. At the end of the year, develop a logical plan for upcoming success.

Updated June 2023

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

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

TSI/ATSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Activity 1: [Faint text]	[Faint citation text]	☒
		☐
		☐
		☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the [“Compliance Requirements”](#) resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
1. Using a Learning Management System	Smith, J. (2018). The Learning Management System: A Guide for Educators. New York, NY: Routledge.	
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