



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

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 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.

Larry Brown

9/15/2023



2023-2024 Phase One: School Safety Report

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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. August 7, 2023

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. August 8, 2023

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 One: Executive Summary for Schools

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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?

Whitley County North Elementary was built in 1993 and consolidated two existing elementary schools—Woodbine Elementary and Rockholds Elementary. It is located in Whitley County, Kentucky on Highway 26, between the towns of Williamsburg and Corbin and serves the communities of Woodbine and Rockholds. The building housing Whitley County North Elementary is an attractive 55,243 square foot facility with spacious classrooms, all outfitted with ViewSonic technology. A soccer field, football field, baseball diamond, two playgrounds, and an outdoor classroom surround an inviting campus which provides the community with many opportunities for educational and recreational experiences. The facility was updated with a new geothermal HVAC system, LED lighting, and camera/security system during the summer of 2022. Whitley County has a population of 36,873--96.7% of whom are white, 1% African American, 1.8% Hispanic, and 1.4% two or more races. The median household income is \$41,817 with 27.6% of the population living below the poverty level; the median household income for the state of Kentucky is \$55,454 with 16.5% at the poverty level. The demographics of our students are similar to those of the county with 93.4% of our students being white, 0.6% African American, 3.5% Hispanic, and 2.1% two or more races. 86.9% of our students are eligible for free or reduced lunch, as compared to 79.6% of the students in the Whitley County School District and 59.9% of the students in the state of Kentucky. Whitley County North Elementary serves about 360 students in Preschool through 6th Grade. We have two preschool classrooms, two Kindergartens, two 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, two 5th grade classrooms, and one 6th grade classroom. While we have a lower average number of students identified as Gifted/Talented (WCNE 4.4%) than the district average (8.5%) and the state average (12.8%), we have a higher than average number of students qualifying for Special Education (33.6%) as compared to the district average of 26% and the state average of 16.1%. We also have a higher number of students who are homeless (8% vs. 6.9% (District) and 2.9% (State)). One of our greatest challenges presently is our disappointing Kindergarten Readiness scores. Each year, incoming Kindergartners are assessed to determine whether they are ready to engage in educational processes and learn new skills. The state average in Kentucky is 37%, and the average in Whitley County is 35%. Our students are significantly behind when they enter Kindergarten with only 25% of our students deemed "ready". Our Kindergarten Readiness score has dropped steadily every year over the past several years despite new programs implemented to provide a variety of Preschool services.

The instructional staff of Whitley County North Elementary, which consists of twenty-six certified employees, is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on

core academic skills. 91.3% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 15.4 years. They attend a wide variety of professional development offerings provided at the school, as well as through the Whitley County Board of Education. In addition to thirteen homeroom teachers, we have five special education teachers, one Read to Achieve teacher, one Save the Children reading specialist for Grades K-6, one Save the Children math specialist for Grades K-6, one Save the Children early childhood interventionist, one math interventionist for Kindergarten through 3rd Grade, one Title 1 math interventionist for 3rd through 6th Grades, two preschool teachers, and a Speech/Language pathologist, all of whom collaborate to meet the needs of every student. We have a Visual Performing Arts Teacher, a Librarian/Media Specialist, and a Physical Education/Practical Living teacher, and each is certified in their area of instruction and collaborate with their peers to incorporate visual arts, music, theater, literature, technology, dance/movement, physical education, and practical living into our curriculum. The classified staff consists of six instructional assistants, three custodians, a secretary, and an attendance clerk. In addition, our students are served by ten bus drivers and bus aides as well as four cafeteria staff. We have one full-time certified Family Resource Center coordinator who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great-grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides two full-time counselors for on-site services during the school day, after school, and during the summer. We have a partnership with Family Healthcare Associates who provides an itinerant nurse, as well as diagnosis, treatment, and education via tele-med technology. We offer a variety of specialized programs to meet the needs of all our students. Students enjoy a nurturing atmosphere at Whitley County North Elementary. Our 21st Century before-school, after-school and summer programs provide opportunities to explore cultural and educational interests in addition to remediation, tutoring, and physical activity. We also currently provide after-school reading and math services for students who qualify as at-risk in those areas through our Save the Children program. To address the needs of exceptional students, Gifted and Talented Education programs are implemented, as well as Special Education programs. An emphasis is placed on providing college and career readiness skills and incorporating technology in all aspects of the curriculum to provide students the skills they will need to be successful citizens. With a 12:1 student to teacher ratio, we work diligently to provide a rich and differentiated instructional program for all students. The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing independent work and mastering new skills. We have added interactive digital instruction to extend practice in math, reading, language, science, and social studies skills for students to use at school and at home. Each year, we have replaced aging technology hardware, such as Smart Boards and outdated computers with new desktop computers, ViewSonic interactive boards, document

cameras and Chromebooks. We have now exceeded our goal of 1:1 classrooms. Presently, our student to computer ratio is 1:1.3. Our ultimate goal is to eliminate all barriers to learning for all our students.

School Stakeholders

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

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education for the district parent involvement program called PAVE--Parents as Volunteer Educators. Parents of participating students are provided with opportunities for full and on-going participation, including opportunities to suggest modifications, based on changing needs of parents, students, and the school. It is an established and successful volunteer program organized and maintained by the Title I School/Home/Community Liaisons. Cooperation among parents and teachers encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Once parents complete the prescribed process they attend a district led workshop to learn about their legal obligations and expected roles and responsibilities. These workshops are scheduled at various elementary schools within the district both during the day and evenings.

We take action to promote parental involvement in the development of the CSIP through the SBDM Council. Through the leadership of our council, parent members serve as liaisons to the community keeping them informed of opportunities and encourage them to share and express their ideas for improvement throughout the year as our plan is monitored. The school's process of selecting parent and teacher members adheres to KRS 160.345. The President of our parent-teacher organization, Parent Teacher Connection (PTC), calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTC facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTC count the ballots. Parent members are elected by majority vote of those present.

To qualify as a parent member, the parent members must have a student(s) at Whitley County North Elementary. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. A letter is sent home explaining these qualifications, the timeline and process details, along with a nomination form.

Elected parents receive training from KDE explaining their roles and responsibilities. Council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their awareness of opportunities to be a meaningful contributor to the process. Council members are encouraged to be accessible to the parent body they serve and to conduct surveys, both formal and informal, to garner a greater degree of parent participation. As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement.

The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in its efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

- * Students' needs are being addressed by reviewing the plan
- * Technology and equity are embedded in the CSIP
- * Funding is appropriately monitored
- * Professional development is appropriately implemented
- * The implementation and impact checks are being completed
- * The plan is amended or updated based on student needs
- * Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district-mandated assessments biannually. Adjustments are made to the CSIP as needed to address the needs of our students. In addition, the SBDM council welcomes input from non-council members. Those who are in attendance have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. Presently, SBDM council meets on the first Monday of each month at 3:30 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Each regular and special council meeting operates by an agenda. An agenda item under public comment is open for those interested in addressing the council.

Our PTC organization is another way we provide opportunities for the parents to be involved in their children's education. Regular meetings provide parents opportunities to share ideas on how to make students' school experience more enjoyable and successful. Teachers, PTC, and S.B.D.M. Council members exchange

information to help expand the coverage of community partners, which increases participation opportunities.

We also designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly newsletters/calendars of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, and the marquee sign at the entrance to our campus.

The Family Resource Center (FRC) hosts multiple community-building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly workshops are conducted for parents and guardians, which are hosted by community volunteers, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which address numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

Our school has also formed a collaborative partnership with Southeast South-Central Cooperative (SESC), a non-profit organization dedicated to elevating teaching and learning in Appalachia schools through innovation, access, and continuous improvement. This year we are focused on a Deeper Learning initiative--the acquisition and development of skills, content, and dispositions which promote the ability to transfer learning and apply it to new and complex situations in an ever-changing world. We have also formed a partnership with Green River Regional Educational Cooperative (GRREC), a professional service organization promoting equitable access and opportunity for all students and empowering stakeholders to build sustainable education systems. In addition to helping our staff design learning experiences for students that are deeper, relevant and more engaging than traditional methods of learning, they provide resources and professional development opportunities to promote more effective literacy instruction.

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.

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic circumstance, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme "All children achieving at high levels in a caring and supportive environment". We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our curriculum is rigorous and purposefully aligned with Kentucky Academic standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. We also incorporate essential workplace ethics into our curriculum and instruction.

From kindergarten to 6th grade, students at WCNE have an opportunity to develop and receive recognition for their work ethic. Our program allows students to learn attributes and develop habits that will further prepare them for education after high school and/or successful transitions to work. All students will receive essential workplace ethics instruction including, but not limited to, the following skills: adaptability, diligence, initiative, knowledge, reliability, remaining drug-free, and working well with others. The goals for our Essential Workplace Ethics program include reducing the achievement gap by motivating students to have better grades, attendance, and behaviors; preparing students for school to work transition; instilling a strong work ethic and confidence to succeed in our students; preparing students for successful transitions in the post-secondary environment; reducing the dropout rate; and increasing the graduation rate. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and technology competencies. In addition to the exemplary education provided by whole class instructional models, students at Whitley County North Elementary receive individualized educational opportunities through a variety of programs. Early intervention in the areas of reading and math are provided by a math intervention teacher and an RTA (Read to Achieve) teacher using Reading Recovery and Comprehensive Intervention Model in small group and one-on-one instruction for students in Kindergarten through 3rd Grade. A Save the Children Reading interventionist, her assistant, and volunteers provide small group and individualized reading instruction to students in Kindergarten through 6th Grade, while a STC Early Childhood interventionist provides reading services for families and children ages birth to 3 years old. Our Save the Children programs provide after-school services as well as a summer program to provide remediation and enrichment activities for all students who qualify as at-risk in the area of reading. A Save the Children math interventionist provides small group services to students in Grades K-6 in math, while a Title 1 math interventionist provides whole group collaboration, small group instruction, and one-on-one MTSS for 3rd through 6th

grade students struggling in math. These programs and interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math and to provide support for students who may feel overwhelmed by seemingly unreachable goals. We feel that family involvement in the educational process is critical. For that reason, we encourage participation in all-inclusive events such as Family Math Night, Family Reading Night, Open House, and Parent-Teacher nights. At least once each month, we host a family night to encourage interaction between families and staff. Incentives, such as healthy snacks, fun activities, free school supplies, and informative seminars are offered to maximize family participation. The Whitley North Family Resource Center works along with our instructional staff during family engagement activities to provide opportunities for parents and caretakers to seek help in using community resources. The 21st CCLC program further promotes family involvement and cooperative skill-building activities through special events and programs designed to help parents and care-takers understand and navigate the curriculum, digital programming, and learning objectives their students are immersed in daily. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our program. Parent-Teacher Connection, our parent-teacher organization, is a driving force in our school, communicating our care for our students and their families through many outreach services and programs to celebrate student achievement. Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are encouraged to participate in extracurricular activities such as Academic Academy, sports programs, such as soccer, football, cheerleading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, Girl Scouts, and 4-H. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps are addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

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.

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extracurricular activities, and sports. Every year we strive to improve student performance, and, despite declining enrollment and other obstacles, we are achieving many of our goals. For example, on the 20-21 state assessment, our 4th grade students outperformed their peers in the area of reading with 47.7% scoring at the Proficient/Distinguished level, whereas the district average was 44.3% and the state average was 43%. Our 4th grade also had fewer students scoring at the Novice level than both the state and the district (North: 22.7% vs. District: 28.7% vs. State 28.1%). Also, 4th Grade science scores are promising as fewer students scored at the Novice level than both the district and the state (North: 14% vs. District: 15.7% vs. State: 17%), and more students scored

at the Proficient/Distinguished level than the state (North: 28% vs. State: 25.1%). These trends continued on the 21-22 KSA with 4th grade students outperforming their district and state peers in Reading Proficient/Distinguished scores (North: 69% vs. District: 60% vs. State: 46%) and continuing to have fewer students scoring at the Novice level (North: 17% vs. District: 18% vs. State 29%). Science scores on the 21-22 KSA also showed North's 4th grade students with a greater percentage of students performing at the Proficient/Distinguished level (North: 48% vs. District: 45% vs. State: 29%), while a smaller percentage scored at the Novice level (North: 3% vs. District: 10% vs. State: 16%). Finally, our Students with Disabilities and Economically Disadvantaged Students are continuing to show achievement that is comparable to the achievement of students without those barriers. Based on the scores from the 21-22 KSA in reading, 51% of Students with Disabilities scored at the P/D level as compared to 52% of all students and 50% of Economically Disadvantaged Students; in math, 40% of Students with Disabilities scored at the P/D level as compared to 41% of all students and 40% of Economically Disadvantaged Students. On the KSA for 20-21 in reading, 31.7% of Students with Disabilities scored at the P/D level as compared to 31.6% of all students; in math, 5.2% of Students with Disabilities scored at the P/D level as compared to 8.6% of all students. Comparing Economically Disadvantaged Students to all students, in reading, 30.5% scored at the P/D level as compared to 31.6% of all students; in math, 8.8% scored at the P/D level as compared to 8.6% of all students. For students in Kindergarten through 2nd Grade, the nationally normed year-end assessment given was the IOWA assessment taken in the Spring of 2019. According to those results, Kindergarten students scored at the 95th percentile in Reading and the 84th percentile in Math; 1st grade students scored at the 64th percentile in Reading and the 69th percentile in Math; and 2nd grade students scored at the 81st percentile in Reading and the 80th percentile in Math. The IOWA assessments administered in the Spring of 2022, had the following results: Kindergarten Reading: 94th %ile and Math: 72nd %ile; 1st grade Reading: 51st %ile and Math: 66th %ile; and 2nd Grade Reading: 58th %ile and Math: 62nd %ile. The most recent IOWA assessment was taken in the Spring of 2022. According to those results, Kindergarten students scored at the 99th percentile in Reading and the 93rd percentile in Math; 1st grade students scored at the 71st percentile in Reading and the 79th percentile in Math; and 2nd grade students scored at the 60th percentile in Reading and the 74th percentile in Math. The latest scores indicate an improvement in proficiency across the board in Kindergarten through 2nd Grade.

While we are very proud of our school for our overall continuity of progress toward proficiency as well as our dedication to ensuring high expectations for all students, we do have some areas of concern. Between the previous two assessment years, we had fewer students scoring at the Proficient/Distinguished levels in all subject areas. Based on the 2020-2021 KPrep assessment, after several years of an upward trend, Math P/D scores decreased by 1.3%, Social Studies P/D decreased by 6.2%, and Writing P/D decreased by 2.6%. Prior to that, the overall percentage of students scoring Novice in Math was down in 2018-2019, but the overall percentage of students scoring at the Proficient/Distinguished level was also down. We have no actual data for the 2019-2020 school year, but the data for the 2020-2021 school year was alarming. In Reading, our school went from 71% of students scoring at the P/D level to only 30.5%; in Math, we went from 64.5% of students scoring at the P/D level to only 8.8%. We did not have sufficient data to compare the Writing, Social

Studies, and Science scores for the whole school to past years; however, we have looked at individual student scores and found that there were significantly fewer students scoring at the P/D level in all subject areas. We understand that scores across the state were drastically lower for all students, but we were still concerned and began implementing remediation strategies as soon as students returned to in-person instruction. Our diligence paid off according to the 2021–2022 KSA assessment results with 52% of students scoring at the P/D level in Reading and 41% of students scoring at the P/D level in Math. While we are not back up to the pre-covid level of proficiency, we are making significant strides in that direction.

Overall reading and math growth is always a focus, and this year even more attention will be paid to moving all students back toward Proficient/Distinguished levels. Writing, Science, and Social Studies will also be focal points due to the generalized drop in students' skill levels and knowledge base, as recognized by classroom teachers and evidenced by student performance on all assessment measures. Our plan over the next three years is to continue to work toward achieving the momentum we had prior to the pandemic and increase the percentage of students scoring at the Proficient/Distinguished levels to at least those numbers. As we have been successful in the past through careful analysis and targeting of individual student needs through the use of differentiation in Reading and Math, we will continue to follow that model with the addition of supplemental digital resources. With students continuing to miss more in-person instruction than in previous years, we now have a remote learning component built into our program, and teachers, students, and parents are continuing to be trained to use this resource effectively and efficiently. To get students back on track in the area of writing, we are planning more collaboration time with District Instructional Coaches, continuing to use a supplemental writing curriculum (Ready Writing) for Kindergarten through 6th Grade, and putting a greater emphasis on writing mechanics and on-demand writing in all grades. Teachers will continue to work together across grade levels and content areas during PLC Meetings to analyze student writing products in order to plan writing instruction and address needs for differentiation. In Science, our teachers are working across grade levels to ensure that all NGSS content is being taught with fidelity and that students are being assessed in a manner similar to the format of the KSA assessment. Also, District Instructional Coaches will continue to be invited to collaborate with teachers to plan instructional activities designed to address areas of weakness. Teachers will continue to use supplemental programs such as Mystery Science, Generation Genius, Edulastic, Study Island, BrainPOP, Flocabulary, and Simple Solutions to promote scientific inquiry in addition to the Into Science resources recently adopted by our district. We have also added Science, as well as Social Studies, to our IXL subscription to give teachers more resources for differentiation, remediation, and enrichment in the area of those subjects. Teachers are collaborating to plan Social Studies lessons aligned with the new standards and to find resources to effectively teach those standards with a high degree of fidelity. While there isn't an obvious gap in achievement between males and females at this time, one has existed in the past in writing and math. Therefore, teachers at all grade levels will make a conscious effort to utilize writing topics with high interest levels for both males and females. Furthermore, we have scheduled collaboration time with a district instructional coach in planning small focus groups to meet the instructional needs of all ability levels and genders in grades 3rd-6th. Finally, teachers will continue to use data analysis during PLCs and other common planning times to evaluate

individual and group performance on formative and summative measures of reading, math, language/writing, social studies, and science proficiency and will adjust instruction to meet student needs accordingly. Student groups--including genders, students with disabilities, and economically disadvantaged students--will be analyzed to ensure no achievement gaps are beginning to form. We see that the plans for improvement that we implemented in the past few years have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in all content areas. We will concentrate on maximizing instructional time and providing MTSS to students who do not show progress.

In addition to an outstanding academic program, Whitley North has always had competitive sports and extra-curricular programs which include our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and an academic team. We typically place in district tournaments each year. Our academic team has been regular season quick recall champs, tournament quick recall champs, and overall tournament champs many of the past several years and continued the tradition of being in the winners' circle with a second place spot for regular season play and tournament competition during the last season. In the last academic tournament, we had individual students win in the written assessment component of the academic tournament in the areas of Math, Language Arts, Social Studies, and Arts & Humanities. Also, we had students who participate in district archery events who are selected to compete in state and national archery competitions through the 3-D Archery program. Finally, students in grades 4-6 have always participated in a variety of 4-H activities, and several win ribbons at the district level and go on to represent our school at the state level each year. Last year, when students continued to struggle in multiplication fact mastery, our VPA teacher, Librarian, and Title I Math Interventionist teamed up with classroom teachers to motivate students by rewarding students demonstrating mastery with a Comic Con-type event. As a result, by the end of the 22-23 school year, our intermediate grades went from having 6 students to 89 students mastering their multiplication facts. This year we hope to continue this tradition of healthy competition and striving to be our best in all areas.

In addition to student achievements, our staff has made real strides in adding to their teaching repertoire. In order to serve students remotely, all teachers had to become proficient in managing a Google classroom, evaluating and using new digital content, teaching in an on-line platform, and designing and planning content in new ways. With student attendance continuing to be impacted by longer than usual periods of absence due to Covid-19, teachers have adapted their instructional methods to provide more ways to provide students with instruction when they are absent. Whitley North is continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth, and we are going to regain our steady growth in all content areas. After a two-year absence, we have now been able to reinstitute our 21st Century programs which we know is helping bring back our steady march toward greater proficiency in all areas. Although we had a setback, we are overcoming the barriers we face and

will continue to push forward, setting even higher goals to be reached for our academic, extracurricular, and athletic programs.

Additional Information

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

None

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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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.

Every year at the beginning, middle, and end of the school year, students in grades K-6 are administered our universal screeners--STAR Reading & Math and MAP Reading & Math. Students in grades 2-6 also take the MAP Language assessment, and students in 4th Grade take the MAP Science assessment. When testing is complete, teachers in each grade meet during common planning times to disaggregate the data to determine instructional needs--on both a class level and individual student level, to identify students in need of MTSS, and to measure student growth. Their analysis of student learning and needs is reported during PLC meetings and SBDM meetings. Following the release of the Kentucky Summative Assessment and School Report Card, we employ the use of a disaggregation template to assist with organizing KSA data for Grades 3-6 and IOWA results for Kindergarten-2nd Grade. Each grade level team completes the first round of data analysis during weekly PLC meetings and presents their findings to all staff. All certified staff members are required to participate in data disaggregation sessions. District level staff, classified staff, and current S.B.D.M. members are

notified and invited to attend as well. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. Each round of analysis involves a similar process and includes additional analysis and comparisons to additional in-house universal screeners/assessments such as Review 360 screening data, Brigance data, grade level common assessments, and other pieces of relevant data. This data is shared with the S.B.D.M. Council during a meeting with the complete analysis on file. The council gives their input on the school's plan of action and areas identified as a focus of improvement, with continued close monitoring of areas of concern. This continued monitoring occurs monthly during PLC meetings, which are documented in PLC minutes and reported to the principal, who keeps the S.B.D.M. Council updated. PLC minutes are stored on the WCNE Google Classroom Drive, and S.B.D.M. minutes are recorded and maintained by the school secretary.

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: Increase Proficiency in Reading for all students from 52% to 57%--We exceeded our goal with 66% of students scoring Proficient or Distinguished in Reading. We will continue to use the strategies that have made it possible to meet our goal and will increase the goal we set for our 2024-2025 proficiency.

Goal 1, Objective 2: Increase Proficiency in Math for all students from 40% to 45%--We exceeded our goal with 62% of students scoring Proficient or Distinguished in Math. We will continue to use the strategies that made it possible to meet our goal and increase the goal we set for our 2024-2025 proficiency.

Goal 2, Objective 1: Increase the percentage of all students scoring at the Proficient/Distinguished level from 48% to 50% in Science --We fell short of meeting our goal in Science with only 34% of students scoring at the Proficient or Distinguished level; we will reexamine the strategies employed in teaching science, devise new and improved strategies to supplement the strategies we found beneficial, and will set a new goal.

Goal 2, Objective 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 47% to 52.5% in Social Studies--We exceeded our goal in Social Studies with 68% of students scoring at the Proficient or Distinguished level. We will continue to use the strategies that made it possible to meet our goal and will increase the goal we set for our 2023-2024 proficiency.

Goal 2, Objective 3: Increase the percentage of all students scoring at the Proficient/Distinguished level in Writing from 36% to 41%--We exceeded our goal in Combined Writing with 66% of students achieving a score of Proficient or Distinguished, so we will continue to employ the strategies we have been implementing.

Goal 3, Objective 1: Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 54% to 57% and of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 50% to 57% in Reading. With 70% of students with disabilities scoring at the Proficient or Distinguished level, we exceeded our goal, and with 62% of economically disadvantaged students scoring at the P/D level, we also exceeded that goal. We will continue to follow the strategies that are working for us.

Goal 3, Objective 2: Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 42% to 45% and of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 40% to 45% in Math. We exceeded both of these goals, with 69% of students with disabilities and 59% of students identified as economically disadvantaged scoring at the Proficient or Distinguished level. We will continue to employ the strategies used as they have proven effective.

Goal 5, Objective 1: Increase the Climate Index Score from 85.4 to 86.4 as measured by the 2022-2023 Quality of School Climate and Safety Survey. We were very close to meeting this goal with our 2022-2023 Climate Index Score increasing to 86.0. Improving the quality of our school environment is always a top priority for our school, as evidenced by the status of "very high" we have earned and maintained since the QSCSS survey originated.

Goal 5, Objective 2: Increase the Safety Index Score from 78.9 to 80 as measured by the 2022-2023 Quality of School Climate and Safety Survey. We met this goal with a Safety Index Score of 80.4. We will continue to update and improve safety measures and procedures as needed.

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.

Student achievement in the area of science is a concern as it declined this past year with only 34% of students scoring at the Proficient/Distinguished level on the 2022-2023 KSA. This was a decline of 14% from the 2021-2022 KSA assessment, on

which 48% of students scored at the Proficient/Distinguished levels (vs. district 45% and state 29%). The 21-22 score was an increase of 20% from the previous year in which our science score (28% P/D) was very similar to the district (28.5%) and slightly above the state (25.1%).

Although not a concern, math achievement is always a priority. We surpassed our goal for the 2022-2023 KSA assessment with 62% of students scoring at the Proficient/Distinguished levels (as compared to 53% P/D in the district and 42% P/D in Kentucky), which is an increase of 21% from the previous year. Likewise, we surpassed our goal for the 2021-2022 assessment with an increase of 32% from the previous year. Despite showing growth, we were concerned that our 2021-2022 scores were 11% lower than the district average of 52% P/D and only slightly above the state average of 38% P/D. The 2020-2021 math scores for our school were similarly disappointing when compared to both district and state scores. We had a greater percentage of students scoring at the Novice level (North--40%, District--34.4%, State 30.4%), and we had a lower percentage of students scoring at the Proficient/Distinguished level (North--8.6%, District 23.3%, State 31.4%).

Increasing math proficiency and decreasing the number of students performing at the Novice level will remain one of our most important goals.

Likewise, reading achievement is always going to be a priority. We surpassed our goal for the 2022-2023 KSA assessment with 66% of students scoring at the P/D levels, (as compared to 58% P/D in the district and 47% P/D in Kentucky); this score represents an increase of 14%. The 2021-2022 reading assessment showed an increase of 20% and was 7% higher than the state average; however, our score of 52% P/D was 5% lower than the district average. Our scores on the 2020-2021 assessment were also disappointing when compared to district and state achievement. We again had a greater number of students scoring at the Novice level (North--40.6%, District 34%, State 34.8%) and a lower percentage of students scoring at the P/D level (North--31.6, District--40.5%, and State--39.5%). Our goal is to regain the achievement levels we had prior to our period of remote learning.

For students in Kindergarten through 2nd Grade, our 2022-2023 IOWA Assessment shows that student achievement between 2021-2022 and 2022-2023 was quite encouraging. In Reading, Kindergarteners' NPR increased from 98 to 99 and 1st Graders increased from 53 to 71--an increase of 18%. 2nd Graders' NPR showed a decline of 4%. In Math, Kindergarteners' NPR increased from 86 to 93; 1st Graders' NPR increased from 77 to 79; and 2nd Graders' NPR increased from 72 to 74. We had no end of the school year assessment results to use in monitoring trends for Kindergarten through 2nd grade for the 2020-2021 school year due to remote learning.

Another trend that we have observed is the Kindergarten readiness rate of our school as compared to the district and state. The percentage of students deemed "ready" to learn has remained significantly below that of the district and state, and the percent has fallen every year except one when it had increased from 24.4% (2020) to 35.1% (2021). Since then, the downward trend has continued with a score of 29.7% in 2022, well below the district average of 43.2% and the state average of 40.5%. Our latest screener indicates 19% of our Kindergarten students are ready to

learn, which is significantly lower than the district average of 36% ready and the state average of 38% ready.

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.

According to the 2022-2023 KSA scores, 66% of all students at Whitley North (as compared to 70% of students with disabilities and 62% of economically disadvantaged students) scored a Proficient or Distinguished in reading. 62% of all students (as compared to 69% of students with disabilities and 59% of economically disadvantaged students) scored a Proficient or Distinguished in math. 34% of 4th Graders scored Proficient or Distinguished in science while 17% scored Novice--an increase of 14% in students scoring at the Novice level. 68% of 5th Graders scored Proficient or Distinguished in social studies, while 18% scored at the Novice level. This was an increase of 21% in students scoring at the P/D level and a decrease of 3% in students scoring at the Novice level. In combined writing, 66% of students scored Proficient or Distinguished, while only 4% scored Novice. This was an increase of 30% P/D in combined writing. Looking at data for Kindergarten through 2nd Grade, IOWA Achievement Assessment data shows an increase in reading achievement for both Kindergarten and 1st Grade students and a slight decrease in reading achievement for 2nd Grade students. It also shows an increase in math achievement for students in Kindergarten, 1st Grade, and 2nd Grade.

In reviewing non-academic indicators, the School Report Card indicates that 91.3% of our teachers have either a Master's Degree or Rank I, which is higher than the state average of 74.5% and the district average of 83.6%. Also, the average number of years of experience among our teachers is 15.4 years, as compared to the district average of 13.5 years and the state average of 11.8 years. Our student to teacher ratio of 12:1 is lower than the district ratio of 14:1 and the state ratio of 15:1. Based on 2022 Impact Kentucky results, 100% of teachers at Whitley North feel that school leadership treats them with respect and is supportive of them when faced with

challenges. Average daily attendance for the 22-23 school year was 91.5% (vs. district 90.3% and state 91.9%). Chronic absenteeism continues to be a problem with 32% of our students being present 90% or less (vs. district 37% and state 29%); in the past, we have noted a correlation between chronic absenteeism and scores at the Novice level. Looking at the Quality of School Climate and Safety Survey, 90% of students either agree or strongly agree that adults from their school respect students' differences, 100% feel that their teachers care about their physical safety, and 90.4% say there is a safe way to report to an adult situations in which another student is being mean or hurtful to them. According to the Opportunity to Learn Survey completed by students during the 2021-2022 assessment window, 99.5% agreed or strongly agreed that their teachers were available when they needed help.

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.

Student performance in the area of science is the greatest concern due to the low percentage of students scoring at the Proficient/Distinguished level--34% of our students. Student achievement in science was not significantly different between all students (34% P/D) and economically disadvantaged students (35%). Students scoring at the Novice level in science was 18%.

Student achievement in the area of math is mildly concerning as 62% of all students scored at the Proficient/Distinguished level, while the number of students scoring at the Novice level is 13%. Student achievement in math was not significantly different between all students (62% P/D), students with disabilities (69% P/D), and economically disadvantaged students (59% P/D). Students with disabilities at North scoring at the Novice level was 10%. Although these scores reflect an improvement of 21% in the percentage of students scoring at the P/D level and a reduction of 13% in the percentage of students scoring at the Novice level, our goal is to continue the upward progression of proficiency we were able to achieve prior to the period of remote learning. 64.5% of students at WCNE scored Proficient or Distinguished in math on the 2018-2019 K-Prep assessment; based on the 2022-2023 KSA, we are approaching that threshold.

Student achievement in the area of reading is also mildly concerning as 66% of all students scored at the Proficient/Distinguished level, while the number of students scoring at the Novice level is 8%. Student achievement in reading was not significantly different between all students (66% P/D), students with disabilities (70% P/D), and economically disadvantaged students (62% P/D). Only 6% of students with

disabilities scored at the Novice level. Although these scores reflect an improvement of 14% in the percentage of students scoring at the P/D level and a reduction of 7% in the percentage of students scoring at the Novice level, our goal is to continue the upward progression of proficiency we were able to achieve prior to the period of remote learning. 71% of students at WCNE scored Proficient or Distinguished in reading on the 2018-2019 K-Prep assessment; based on the 2022-2023 KSA assessment, we are within 5% of reaching the Proficiency level at which we were.

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.

Based on the 2022-2023 IOWA and KSA, proficiency in math increased for students in grades Kindergarten through 6th Grade, and proficiency in reading increased for students in every grade level except 2nd grade in which there was a decline of 2%.

On the 2022-2023 IOWA assessment, Kindergarteners' Reading NPR increased from 98 to 99 and 1st Graders increased from 53 to 71--an increase of 18%. In Math, Kindergarteners' NPR increased from 86 to 93; 1st Graders' NPR increased from 77 to 79; and 2nd Graders' NPR increased from 72 to 74. On the 2022-2023 KSA scores, 66% of all students at Whitley North (as compared to 70% of students with disabilities and 62% of economically disadvantaged students) scored a Proficient or Distinguished in reading--an increase of 14%. In math, 62% of all students (as compared to 69% of students with disabilities and 59% of economically disadvantaged students) scored a Proficient or Distinguished, which was an increase of 22%. The fact that students are making measurable gains in proficiency is an indication that the measures we have in place are working and should be continued.

Also, students showed marked improvement in social studies. Based on the 2022-2023 KSA assessment, 68% of 5th Graders scored Proficient or Distinguished in social studies, while 18% scored at the Novice level. This was an increase of 21% in students scoring at the P/D level and a decrease of 3% in students scoring at the Novice level. What makes this gain even more significant is the fact that students were able to show this much improvement while adjusting to new social studies standards.

Another strength is evident when looking at how our Students with Disabilities and Economically Disadvantaged Students are continuing to show achievement that is comparable to the achievement of students without those barriers. In reading, 70% of Students with Disabilities scored at the P/D level as compared to 66% of all students; in math, 69% of Students with Disabilities scored at the P/D level as compared to 62% of all students. Comparing Economically Disadvantaged Students

to all students, in reading, 62% scored at the P/D level as compared to 66% of all students; in math, 59% scored at the P/D level as compared to 62% of all students. Based on this data, the instructional strategies used by our staff should be continued as those methods seem to be bringing about positive results for our gap groups. Also, the cooperation between regular education teachers and resource teachers is clearly a strategy that we will be continuing, as students with disabilities are clearly performing well as compared to their peers.

Finally, we are particularly proud of our "Change Score"--the difference in the current year Status Score and previous year Status Score of each indicator. The indicator rating for all of our student groups increased significantly. Therefore, we will continue to implement the strategies and activities which have made these changes possible.

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



WCNE Key Elements 2023-2024

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.

To address the unsatisfactory performance of students in Science and to continue the progression of proficiency in Math and Reading: More emphasis will be placed on the review, analysis, and application of student data. Teachers will plan formative and interim assessment measures to assess student learning at intervals which allow for more responsive adjustment of instruction. Teachers will ensure that summative assessments are valid, reliable, and offer a variety of formats designed to accommodate all learning modalities. Teachers at each grade level will work together to design measures of assessment which are rigorous and aligned to the standards. Expectations for achievement will be high for all students. Measures of assessment will be evaluated for validity and reliability, ensuring tests are not too difficult or too easy, and that test items and formats are conducive to accurately measuring student learning. Teachers will meet weekly in PLCs to analyze student data from classroom assessments—such as chapter tests or standards practice tests; common assessments—such as unit and benchmark exams; and standardized assessments—such as MAP, STAR, IOWA, and KSA. Data will be examined to identify individual student strengths and weaknesses, as well as gaps in instruction. Teachers will work together in grade level groups along with resource teachers to plan instructional strategies to address individual and group needs, formulate plans for MTSS implementation, and discuss progress monitoring results. Teachers will keep a data notebook to keep track of student progress. Intervention plans will be included for at-risk students and will be shared with students, parents, and other stakeholders. Students will complete self evaluation activities and assist in maintaining data tracking measures to ensure their awareness of, participation in, and ownership of individual goals and outcomes. Teachers will pay particular attention to gaps in performance between specific groups, such as between males and females, students with special needs and all students, etc., and they will work together to plan instructional strategies designed to eliminate any gaps they find. Teachers in all grade levels will teach all content on their grade level with the highest degree of fidelity and will utilize the supplemental resources at their disposal to maximize student engagement. supplement instruction in all areas with digital resources, such as IXL, Study Island, Prodigy, Xtra Math, Flocabulary, and Illustrative Mathematics in math; Newsela, Myon, Read Theory, IXL, HMH, EdPuzzle, and Study Island in Reading; HMH Into Science, 180 Days of Science, Study Island, Generation Genius, and Mystery Science in Science, etc. For Social Studies, teachers will supplement instruction using HMH Into Social Studies, 180 Days of Social Studies, IXL, Study Island, etc. Programs such as EdPuzzle, TeacherMade, BrainPop, Edulastic, and BrainPop, Jr., and Flocabulary will also be used to supplement instruction across content areas. Supplementation of instruction with digital content will enhance differentiation of instruction as well as increase student engagement. District coaches, school instructional leaders, and peer teachers will be utilized to team teach with teachers in order to model and share different instructional strategies and to collaborate with teachers in identifying student strengths and weaknesses. Teachers will work together in grade level teams, across grade level teams, and across curriculum teams--such as GRECC--as well as with teams from other schools in the district to problem solve and share resources and strategies determined to be effective. Teachers will meet weekly in PLC groups to address issues that arise during remote instruction, to analyze student needs and

performance, and to plan instruction. Also, funds will be made available from instructional monies to purchase additional digital subscriptions to address student instructional needs. Resource teachers and interventionists will collaborate with teachers to provide support for remote learning, and referrals will be made for at-risk students when interventions (MTSS) fail to produce results. Finally, referrals to the DPP will be made for students falling in the chronic absenteeism category, as there is a direct correlation between excessive absenteeism and poor academic performance.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 WCNE Key Elements 2023-2024	PDF document	• 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
<p>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?</p>	No	<p>WCNE staff meets with peers across the district in the same grade levels as well as with peers in adjacent grades to align curriculum both horizontally and vertically, develop curriculum maps, pacing guides, and units of study, all of which are aligned to state standards. Principals and other instructional leaders do walkthroughs and evaluations to ensure all teachers are teaching the designed content with a high level of fidelity. We collaborate in PLC meetings, grade level meetings, professional development sessions and SBDM meetings to disaggregate data and review research-proven materials and strategies for implementing the curriculum, gain clarification of the standards to create clear and precise learning intentions and success criteria for students, and adjust instructional methods as efficiently and effectively as possible. We use formative, interim, and summative assessment measures, which are discussed at bi-weekly PLC meetings.</p>
<p>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?</p>	Yes	<p>Teachers use formative, interim, and summative assessments that are aligned with the Kentucky Academic Standards. They use “I can” statements, learning targets, and standards objectives to help students be intentional learners and take ownership of their learning. They use pretests, understanding checkpoints, and post tests to gauge progression toward mastery and to encourage students to self-evaluate their understanding and their needs. They</p>

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>use scaffolding and differentiation, mostly through digital programming such as HMH, IXL, Study Island, etc., to ensure that all students are progressing toward, mastering, or exceeding mastery of grade level KAS. Staff meets in bi-weekly PLC meetings to analyze student achievement of current learning objectives and uses Deeper Learning strategies to adjust and plan instruction. Collaboration occurs between regular education teachers, special education teachers, and intervention teachers to provide interventions to help struggling students achieve mastery.</p>
<p>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?</p>	<p>No</p>	<p>Universal screeners (MAP, STAR, and Review 360) are used three times a year to benchmark and diagnose strengths and weaknesses. AIMSWEB Plus can be used as a follow-up screener and progress monitor instrument for students whose test results fall in the low range. Weekly skill tests, chapter tests, unit tests, performance tasks, common assessments, mid-chapter checkups, entry/exit slips, quizzes, independent homework, projects, and end of the year assessments (IOWA and KSA) make up some of the kinds of formative, interim, and summative assessment measures used to inform instructional decisions. All tests are aligned with KAS standards, designed to assess student mastery on grade-level content, and most are utilized district-wide to ensure consistency in measuring student achievement. District and school leaders participate in PLC meetings to help with disaggregation of data and formulation of plans to address gaps, improve performance, and implement instructional strategies. Teachers work with students and parents to understand assessment purposes and results, to evaluate strengths and weaknesses, and to set goals.</p>

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 4: Review, Analyze and Apply Data 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?</p>	Yes	<p>Analysis of data occurs continuously. Teachers and school leadership disaggregate data from weekly skills tests and other formative and interim assessment measures. In PLC meetings, staff applies data results to adjust instructional methods and address individual student needs. After universal screeners, teachers and school/district leadership use results to plan instruction, place students in instructional groups, inform decisions on interventions and referrals. Teachers use graphic organizers on which students record assessment results, self-analyze progress, and formulate new goals. Data results from diagnostic, interim, formative, and summative assessments are used to plan strategies to drive continuous improvement and close achievement gaps.</p>
<p>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?</p>	Yes	<p>School improvement planning is a group effort that encompasses the efforts of school staff, students, parents, and community members. Analysis of schoolwide data and individual student data drives long term and short term goals and strategies for closing gaps and improving proficiency. Data consists of academic, behavioral, and non-academic information such as attendance. Classroom data and individual student data is shared, analyzed, and used to inform instructional plans, strategies, grouping, and interventions bi-weekly. Schoolwide data is shared, analyzed, and used to plan programming, instructional resources, and instructional strategies. This data is shared monthly at SBDM meetings to which all stakeholders are invited. School programming is designed to support students' academic, social-emotional, and behavioral needs as well as students' interests, as identified through inventories and surveys. Procedures and programs—Multi-tiered Support Systems, Read to Achieve, Title I Math Intervention, Early Literacy, Save the Children</p>

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		Math & Reading, 21st Century Learning, Family Resource Center offerings, Gifted and Talented Enrichment, Advanced Visual/Performing Arts, and extracurricular programs and clubs—are designed to provide equitable access and opportunity for all students to participate, grow, and succeed.
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>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?</p>	No	<p>Our Mission Statement—To ensure that all students learn at high levels—is posted throughout the building, and that attitude is communicated by staff continually. School staff celebrates the achievement of students on a daily basis through classroom activities, announcements on the schoolwide intercom, and posts on the school’s social media site and district webpage. Classroom lessons and activities, schoolwide programs, and individual and group counseling sessions are used throughout the year to encourage cooperation, acceptance, and positive peer relationships. School staff also celebrates staff achievements and works toward common goals, thus building a positive learning environment which is obvious to students, parents, and the community. Surveys and inventories are used periodically to examine staff, student, and community attitudes, feelings, experiences, interests, and needs, and these are helpful in identifying any problem areas that need to be addressed to ensure there are no gaps in culture, climate, and safety.</p>



2023-2024 Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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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

2023-2024 Phase Three: Comprehensive School Improvement Plan

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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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





WC North 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.

Our objectives and strategies for reading and math will be maintained, as our students showed considerable growth in those areas. Likewise, our objectives and strategies for science, social studies, and writing will be maintained; however, we will be monitoring student achievement in those areas more closely through additional formative assessment and scrimmage test activities. The objectives and strategies for our gap groups will be continued, as our gap students grew along with all students and surpassed goals set for them. We have added a goal for ELP due to the addition of students classified as English Learners. All other objectives and strategies will remain intact due to the success of those items in helping our school meet and exceed our goals.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 KDE Comprehensive Improvement Plan for Schools	pdf document	•
 WC North 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.

Student performance in the area of science is the greatest concern due to the low percentage of students scoring at the Proficient/Distinguished level--34% of our students vs. 49% of students in the district and 35% of students in Kentucky. Student achievement in science was not significantly different between all students (34% P/D) and economically disadvantaged students (35%). Students scoring at the Novice level in science was 18%.

Student achievement in the area of math is mildly concerning as 62% of all students scored at the Proficient/Distinguished level, while the number of students scoring at the Novice level is 13%. Student achievement in math was not significantly different between all students (62% P/D), students with disabilities (69% P/D), and economically disadvantaged students (59% P/D). Students with disabilities at North scoring at the Novice level was 10%. Although these scores reflect an improvement of 21% in the number of students scoring at the P/D level and a reduction of 13% in the number of students scoring at the Novice level, our goal is to continue the upward progression of proficiency we were able to achieve prior to the period of remote learning. 64.5% of students at WCNE scored Proficient or Distinguished in math on the 2018-2019 K-Prep assessment; based on the 2022-2023 KSA, we are approaching that threshold. Despite the fact that our math P/D score of 62% exceeds both the district (53% P/D) and state (42% P/D) scores, our goal is to regain our former progress toward proficiency.

Student achievement in the area of reading is also mildly concerning as 66% of all students scored at the Proficient/Distinguished level, while the number of students scoring at the Novice level is 8%. Student achievement in reading was not significantly different between all students (66% P/D), students with disabilities (70% P/D), and economically disadvantaged students (62% P/D). Only 6% of students with disabilities scored at the Novice level. Although these scores reflect an improvement of 14% in the number of students scoring at the P/D level and a reduction of 7% in the number of students scoring at the Novice level, our goal is to continue the upward progression of proficiency we were able to achieve prior to the period of remote learning. 71% of students at WCNE scored Proficient or Distinguished in reading on the 2018-2019 K-Prep assessment; based on the 2022-2023 KSA assessment, we are within 5% of reaching the Proficiency level at which we were. Despite the fact that our reading P/D score of 66% exceeds both the district (58% P/D) and state (47% P/D) scores, our goal is to regain our former progress toward proficiency.

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.

KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support

Indicator Scores

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

Indicator	Status	Change
State Assessment results in reading and mathematics--81.6	Very High-81.6	Increased Significantly--+15.0
State Assessment results in science, social studies and writing--75.6	High-75.6	Increased--+6.1
English Learner Progress	N/A	N/A
Quality of School Climate and Safety--83.2	Very High-83.2	Increased--+1.1
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
<p>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.</p>	<p>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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment results in Reading and Mathematics

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency in Reading for all students from 65% to 70% by 2024 as measured by the 2023-2024 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze universal assessment results as well as classroom assessments to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as STAR Reading and Early Literacy, MAP, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 PLC minutes, SBDM minutes, student data notebooks, and WCNE 23-24 KY Map Spreadsheet Teachers, Principal, & SBDM Council	No additional funding required
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Grade level data will be compiled and shared during PLC minutes to ensure any students and/or groups failing to show progress are identified as soon as possible. Instruction will be driven by student needs, as evidenced by student Data.	Student growth as measured by STAR Reading and Early Literacy, MAP Reading & Language, common summative assessments, IOWA, & KSA	8/23—5/24 PLC minutes, student data notebooks, and WCNE 23-24 KY Map Spreadsheet Teachers & Principal	No additional funding required
	Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards.	Summative assessment measures, such as STAR, MAP, common assessments, IOWA, & KSA	8/23—5/24 PD Logs, teachers’ meeting agendas, and PLC minutes Principal and Teachers	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will use Essential Questions, “I Can” Statements, and Learning Goals to make connections for students between the standards and lesson content.	Higher student mastery of reading standards as measured by weekly skills tests and common assessments	8/23—5/24 Lesson plans and formal/informal observations Teachers and Principal	No additional funding required
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Amira, HMH, Renaissance Place, Edulastic, Google Classroom, MyOn, Epic, Flocabulary, Simple Solutions, Ed Puzzle, Quizzizz, News Quiz, Blooket, Read Theory, Kahoot, NewsELA, Reading Eggs, and Heggerty Phonemic Awareness (Primary) and other digital and print content in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures, such as STAR, MAP, IOWA, common assessments, and KSA, as well as digital program logs and usage reports	8/23—5/24 Lesson plans, program reports, and formal/informal observations Teachers and Principal	Instructional funds \$6,500.00
		B. Teachers will participate in KyCL, GRREC & SESC activities and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Job-embedded professional development on the most current, research-proven teaching practices, such as Deeper Learning strategies and Kagan strategies, will ensure teachers are able to maximize reading instruction for all students.	Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP, STAR Reading and Early Literacy, IOWA, common assessments, KSA, and classroom assessments	On-going PD reports, PLC minutes, and formal/informal observations Principal and Teachers	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		C. Teachers will intentionally focus on deepening student learning through the use of equitable cooperative learning structures, such as Kagan strategies, to efficiently produce positive student engagement during reading instruction.	Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP Reading, STAR Reading and Early Literacy, IOWA, KSA, common assessments, student products, and observation	On-going Lesson plans, formal/informal observations, PLC minutes, and Google Classroom content	No additional funding required
		D. 21st CCLC tutoring and enrichment clubs will be available to all students before school, after school, and during summer school to provide remediation, homework support, and enrichment.	Increase student achievement in reading and number of independent readers, as evidenced by summative assessment measures, such as MAP Reading,, STAR Reading and Early Literacy, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 Lesson plans, 21st CCLC reports, and formal/informal observations Teachers and Principal	21st CCLC funds

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Assessment Literacy	A. Teachers will use a framework of authentic and ongoing assessment to improve student achievement and promote a deeper level of student learning.	Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP Reading, STAR Reading and Early Literacy, IOWA, common assessments, KSA, classroom assessments, student products, and observation	On-going Lesson plans, PLC minutes, formal/informal observations, and sample assessment tools	No additional funding required
	Establishing Learning Culture and Environment	A. Teachers, principal, and district leaders will organize events such as Family Reading Nights to promote family engagement and provide opportunities to communicate expectations, share strategies, and support inclusivity .	Increase student achievement in reading and number of independent readers, as evidenced by summative assessment measures, such as MAP Reading,, STAR Reading and Early Literacy, IOWA, common assessments, KSA, and classroom assessments	9/23 -- 5/24 School calendars, participation logs, student data notebooks, and WCNE 23-24 KY Map Spreadsheet	Title I Funds
Objective 2 Increase Proficiency in Math for all students from 62% to 67% by 2024 as measured by the 2023-2024 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze student universal screener results to monitor progress. Teachers will use their findings to plan instructional strategies, place	Summative assessment measures, such as MAP Math,, STAR Math, IOWA, common	8/23—5/24 PLC minutes, SBDM minutes, student data notebooks, and WCNE 23-24 KY Map Spreadsheet	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	assessments, KSA, and classroom assessments	Teachers, Principal, & SBDM Council	
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Grade level data will be compiled and shared during PLC minutes to ensure any students and/or groups failing to show progress are identified as soon as possible. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by MAP Math, STAR Math, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 PLC minutes, data notebooks, and WCNE 23-24 KY Map Spreadsheet Teachers & Principal	No additional funding required
	Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards.	Summative assessment measures, such as MAP Math, STAR Math, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 PD Logs, teachers’ meeting agendas, and PLC minutes Principal and Teachers	No additional funding required
		B. Teachers will emphasize to students the importance of applying the 8 Mathematical Practices when teaching math and will actively lead students in applying the practices during instruction in addition to using Essential Questions, “I Can” Statements, and Learning Goals to	Higher student mastery of math standards as measured by chapter and unit tests and common assessments	8/23—5/24 Lesson plans and formal/informal observations, and Google Classroom content Teachers and Principal	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		make connections for students between the standards and lesson content.			
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Google Classroom, Prodigy, Xtra Math, Flocabulary, Think Central, BrainPOP, Simple Solutions, Reflex Math, Edulastic, Math Antics, and other print and digital content in order to enhance instruction in math, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures, such as MAP Math, STAR Math, IOWA, common assessments, and KSA, as well as digital program logs and usage reports	8/23—5/24 Lesson plans, program reports, and formal/informal observations, and Google Classroom content Teachers and Principal	Instructional funds \$6,500.00
		B. Teachers will engage students in higher level, real world math activities and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Employing these practices will ensure teachers are able to maximize math instruction for all students.	Increase in rigor of math instruction as evidenced by lesson plans and assessment samples and increased math achievement, as measured by MAP Math, STAR Math, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 PD Reports, PLC minutes, lesson plans, formal/informal observations, and student work samples Principal and Teachers	No additional funding required
		C. Teachers will intentionally focus on deepening student learning through the use of equitable cooperative learning structures such as Kagan strategies to efficiently produce positive student engagement during math instruction.	Increase in rigor of math instruction as evidenced by lesson plans and assessment samples and increased math achievement, as measured by MAP Math, STAR Math,	On-going Lesson plans, formal/informal observations, PLC minutes, and Google Classroom content	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			IOWA, common assessments, KSA, classroom assessments, student products, and observation		
		D. 21st CCLC tutoring and enrichment clubs will be available to all students before school, after school, and during summer school to provide remediation, homework support, and enrichment.	Increase student achievement in math, as evidenced by summative assessment measures, such as MAP Math, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 Lesson plans, 21st CCLC reports, and formal/informal observations Teachers and Principal	21st CCLC funds
	Design and Deliver Assessment Literacy	A. Teachers will use a framework of authentic and ongoing assessment to improve student achievement and promote a deeper level of student learning.	Increase in rigor of math instruction as evidenced by lesson plans and assessment samples and increased math achievement, as measured by MAP Math, STAR Math, IOWA, common assessments, KSA, classroom assessments, student products, and observation	On-going Lesson plans, PLC minutes, formal/informal observations, and sample assessment tools Teachers & Principal	No additional funding required
	Establishing Learning Culture and Environment	A. Teachers, principal, and district leaders will organize events such as Family Math Nights to promote family engagement and provide	Increase student achievement in math, as evidenced by summative assessment	9/23 -- 5/24	

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 65% to 80% and in Math from 62% to 77% by 2027 as measured by the 2026-2027 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities to communicate expectations, share strategies, and support inclusivity.	measures, such as MAP Math, IOWA, common assessments, KSA, and classroom assessments	School calendars, participation logs, student data notebooks, and WCNE 23-24 KY Map Spreadsheet	

2: State Assessment results in Science, Social Studies and Writing

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 39% in Science by 2024 as measured by the 2023-2024 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as IOWA, MAP Science, common assessments, KSA and classroom assessments	8/23—5/24 PLC and SBDM minutes, student data notebooks, and WCNE 23-24 KY Map Spreadsheet Teachers, Principal, and SBDM Council	No additional funding required
		B. Teachers will use scrimmage tests in the areas of Science to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make decisions about remediation, re-teaching, and/or enrichment, and to identify the need for supplemental resources.	Increase in mastery of science, as evidenced by scrimmage results, common assessments, IOWA, KSA, and classroom assessments	8/23—5/24 Lesson plans and formal/informal observations; Google Classroom content; scrimmage test samples Teachers and Principal	No additional funding required
		C. Teachers will collaborate with District Instructional Coaches, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze common assessments and will cooperate to make instructional decisions based on student performance data.	Increase in student mastery of content, as evidenced by IOWA, common assessments, classroom data, scrimmages, KSA results, and classroom assessments	10/23—5/24 PLC minutes, data notebooks, & WCNE 23-24 KY Map Spreadsheet Teachers and Principal	No additional funding required
	Design and Deliver Instruction	A. Teachers will use HMH-Into Science, as well as Generation	Summative assessment measures, c ommon	8/23—5/24	Instructional funds \$6,500.00

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Genius, 180 Days of Science, Flocabulary, BrainPop, MyOn, Teacher Created Materials, Study Island, IXL, Mystery Science, Edulastic, Kahoot, Simple Solutions, and other print and digital resources to enhance instruction in Science, increase student engagement, and provide more individualized instruction.	assessments, classroom data, MAP Science, IOWA, and KSA, as well as digital program logs and diagnostic reports	Lesson plans and formal/informal observations; Google Classroom content; and digital content logs Teachers and Principal	
		B. Teachers and principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Science, Technology, Engineering, Arts, and Math (STEAM).	Growth & achievement, as measured by IOWA, common assessments, classroom data, and KSA	8/23—5/24 Lesson plans, PLC minutes, formal/informal observations, and Google Classroom content Teachers and Principal	No additional funding required
		C. Teachers will intentionally focus on deepening student learning through the use of equitable cooperative learning structures to efficiently produce positive student engagement during science instruction.	Increase in rigor of science instruction as evidenced by lesson plans and assessment samples and increased science achievement, as measured by MAP Science, IOWA, common assessments, KSA, classroom assessments, student	On-going Lesson plans, formal/informal observations, KSA & IOWA results, and PLC minutes Principal and Teachers	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		D. 21st CCLC tutoring and enrichment clubs will be available to all students before school, after school, and during summer school to provide remediation, homework support, and enrichment.	products, and observation Increase student achievement in reading and number of independent readers, as evidenced by summative assessment measures, such as MAP Science, IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 Lesson plans, 21st CCLC reports, and formal/informal observations Teachers and Principal	21st CCLC funds
	Design, Align, Deliver Support Processes	A. Classroom teachers will collaborate with Interventionists, Special Education instructors, VPA and Media instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students receiving MTSS and other low performing students.	Student achievement and growth, as evidenced by IOWA, common assessments, classroom data, AimsWeb Plus data, and KSA.	On-going Lesson plans, formal/informal observations, PLC minutes, data notebooks, KSA & IOWA results Principal and Teachers	No additional funding required
	Design and Deliver Assessment Literacy	A. Teachers will use a framework of authentic and ongoing assessment--such as CERs and TCT--to improve student achievement and promote a deeper level of student learning.	Increase in rigor of science instruction as evidenced by lesson plans and assessment samples and increased science achievement, as measured by MAP Science, IOWA, sample student products, common assessments, KSA, classroom	On-going Lesson plans, formal/informal observations, data notebooks, KSA & IOWA results Principal and Teachers	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessments, student products, and observation		
		B. Teachers in accountability grades will administer Science assessments in formats similar to KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on the KSA and will teach students to use self-evaluation as a tool to enhance their test taking efficacy.	Student performance on KSA, as well as individual performance on formative and summative products and scrimmages	8/23—5/24 Sample assessment tools and scrimmage test results Teachers & Principal	No additional funding required
	Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by classroom data, IOWA, and KSA; data from QSCSS	On-going Lesson plans, formal/informal observations, KSA & IOWA results, and WCNE social media page Principal and Teachers	No additional funding required
	Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with	Student achievement and growth, as evidenced by classroom data, common assessments,	8/23—5/24 Lesson plans, PLC minutes, formal/informal observations, and Google Classroom content	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KY Academic Standards for Science. Science content will be taught in conjunction with other content areas whenever possible to maximize exposure to content and to help students make connections.	scrimmage results, IOWA, and KSA.	Teachers and Principal	
Objective 2 Increase the percentage of all students scoring at the Proficient/Distinguished level from 68% to 70% in Social Studies by 2024 as measured by the 2023-2024 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as IOWA, common assessments, KSA and classroom assessments	8/23—5/24 PLC and SBDM minutes, student data notebooks, and WCNE 23-24 KY Map Spreadsheet Teachers, Principal, and SBDM Council	No additional funding required
		B. Teachers will use scrimmage tests in the area of Social Studies to evaluate student progress toward mastery of standards. results will be analyzed and used to inform instructional strategies, to make decisions about remediation, re-teaching, and/or enrichment, and to identify the need for supplemental resources.	Increase in mastery of Soc. St. content, as evidenced by scrimmage results, common assessments, IOWA, KSA, and classroom assessments	8/23—5/24 Lesson plans and formal/informal observations; Google Classroom content Teachers and Principal	No additional funding required
		C. Teachers will collaborate with District Instructional Coaches, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze common assessments and	Increase in student mastery of content, as evidenced by IOWA, common assessments, classroom data, scrimmages, KSA	10/23—5/24 PLC minutes and data notebooks Teachers and Principal	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will cooperate to make instructional decisions based on student performance data.	results, and classroom assessments		
	Design and Deliver Instruction	A. Teachers will use HMH-Into Social Studies, as well as 180 Days of Social Studies, Flocabulary, BrainPop, MyOn, Teacher Created Materials, Study Island, Kahoot, Edulastic, Quizizz, News Quiz, IXL, Simple Solutions, and other digital and print resources to enhance instruction in Social Studies, increase student engagement, and provide more individualized instruction.	Summative assessment measures, IOWA, common assessments, classroom data, and KSA, as well as digital program logs and diagnostic reports	8/23—5/24 Lesson plans and formal/informal observations; Google Classroom content; and digital content usage logs Teachers and Principal	Instructional funds \$6,500.00
		B. Teachers and principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Soc. St. The five themes of Social Studies will be embedded in other content areas.	Growth & achievement, as measured by IOWA, common assessments, classroom data, and KSA	8/23—5/24 Lesson plans, PLC minutes, formal/informal observations, and Google Classroom content Teachers and Principal	No additional funding required
		C. Teachers will intentionally focus on deepening student learning through the use of equitable cooperative learning structures to efficiently produce positive student engagement during Social Studies instruction.	Increase in rigor of Soc. St. instruction as evidenced by lesson plans and assessment samples and increased Soc. St. achievement, as measured by IOWA,	On-going Lesson plans, formal/informal observations, and Google Classroom content Principal & Teachers	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			common assessments, KSA, classroom assessments, student products, and observation		
		D. 21st CCLC tutoring and enrichment clubs will be available to all students before school, after school, and during summer school to provide remediation, homework support, and enrichment.	Increase student achievement in social studies, as evidenced by summative assessment measures, such as IOWA, common assessments, KSA, and classroom assessments	8/23—5/24 Lesson plans, 21st CCLC reports, and formal/informal observations Teachers and Principal	21st CCLC funds
	Design, Algn, and Deliver Support Processes	A. Classroom teachers will collaborate with Interventionists, Special Education instructors, VPA and Media instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students receiving MTSS and other low performing students.	Student achievement and growth, as evidenced by IOWA, common assessments, classroom data, AimsWeb data, and KSA.	On-going Lesson plans, formal/informal observations, data notebooks, IOWA & KSA results Principal and Teachers	No additional funding required
	Design and Deliver Assessment Literacy	A. Teachers in accountability grades will administer Social Studies assessments in formats similar to KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on the KSA and will teach students to use self-evaluation as a tool to enhance their test taking efficacy.	Student performance on KSA, as well as individual performance on formative and summative products and scrimmages	8/23—5/24 Data notebooks and scrimmage test results Teachers & Principal	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>B. Teachers will use a framework of authentic and ongoing assessment to improve student achievement and promote a deeper level of student learning.</p>	<p>Increase in rigor of Soc. St. instruction as evidenced by lesson plans and assessment samples and increased Soc. St. achievement, as measured by IOWA, common assessments, KSA, classroom assessments, student products, and observation</p>	<p>On-going Lesson plans, PLC minutes, formal/informal observations, and sample assessment tools Principal & Teachers</p>	<p>No additional funding required</p>
	<p>Establishing Learning Culture and Environment</p>	<p>A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.</p>	<p>Student achievement and growth, as evidenced by classroom Data, IOWA, and KSA; data from QSCSS</p>	<p>On-going Student data notebooks, formal/informal observations, Google Classroom content, and WCNE social media page Principal and Teachers</p>	<p>No additional funding required</p>
	<p>Design and Deploy Standards</p>	<p>A. Teachers in all grade levels will ensure that Social Studies is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with</p>	<p>Student achievement and growth, as evidenced by classroom data, common assessments,</p>	<p>8/23—5/24 Lesson plans, PLC minutes, data notebooks, formal/informal observations, IOWA & KSA results; Google Classroom content</p>	<p>No additional funding required</p>

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the new KY Academic Standards for Social Studies. Social Studies content will be taught in conjunction with other content areas whenever possible to maximize exposure to content and to help students make connections.	scrimmage results, and KSA.	Teachers and Principal	
Objective 3 Increase the percentage of all students scoring at the Proficient/Distinguished level from 67% to 69% in Combined Writing by 2024 as measured by the 2023-2024 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as IOWA, MAP Language, common assessments, KSA and classroom assessments	8/23—5/24 PLC and SBDM minutes, WCNE 23-24 KY Map Spreadsheet, and student data notebooks Teachers, Principal, and SBDM Council	No additional funding required
		B. Teachers will use scrimmage tests in Language Arts/Writing Mechanics and On-Demand Writing tasks to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify the need for supplemental resources.	Increase in language mechanics and writing proficiency, as evidenced by scrimmage results, common assessments, MAP Assessment, IOWA, KSA, and classroom assessments	8/23—5/24 Lesson plans and formal/informal observations; Google Classroom content Teachers and Principal	No additional funding required
		C. Teachers will collaborate with the District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize	Student performance on KSA, as well as individual performance on formative and summative writing	8/23—5/24 scrimmage test results, data notebooks, and PLC minutes	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		writing instruction to maximize student performance.	products and scrimmage results	Teachers and Principal	
		D. Students will track their progress in writing, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. Students in 5th and 6th Grades, for example, will be presented with on-demand tasks that address situations encountered in and/or important to middle school-aged students. These strategies will increase student engagement, self-efficacy, and motivation.	Student performance on KSA, as well as individual performance on formative and summative writing products and scrimmages	8/23—5/24 Data notebooks, scrimmage test results, & formal/informal observations Teachers and Principal	No additional funding required
	Design and Deliver Instruction	A. Teachers and the principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Language Arts/Writing Mechanics and On-Demand Writing. Writing tasks will be embedded in other content areas. KY Comprehensive Literacy and GRREC activities will be used to integrate writing into other content areas.	Growth & achievement, as measured by IOWA, common assessments, classroom data, and KSA	8/23—5/24 Lesson plans, PLC minutes, formal/informal observations, and Google Classroom content Teachers and Principal	No additional funding required
		B. Teachers will use Study Island, Google Classroom, MyOn, Epic, Flocabulary, NewsELA, HMH, Read Works, Edulastic, Simple Solutions,	Summative assessment measures, IOWA, common assessments, classroom data, and	8/23—5/24	Instructional funds \$6,500.00

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and other print and digital resources to enhance instruction in Writing, increase student engagement, and provide more individualization. Writing tasks will be varied and will be designed to interest all students--male and female--by using age-relevant topics, current events, etc.	KSA, as well as digital program logs and diagnostic reports	Lesson plans and formal/informal observations; Google Classroom content, and digital content logs Teachers and Principal	
		C. Teachers will intentionally focus on deepening student learning through the use of equitable cooperative learning structures to efficiently produce positive student engagement during writing instruction.	Increase in rigor of Language Arts, Mechanics, & Writing instruction as evidenced by lesson plans and assessment samples and increased Writing and Language Mechanics achievement, as measured by IOWA, common assessments, KSA, classroom assessments, student products, and observation	On-going Lesson plans, formal/informal observations, PLC minutes, KSA and IOWA results Principal and Teachers	No additional funding required
		D. 21st CCLC tutoring and enrichment clubs will be available to all students before school, after school, and during summer school to provide remediation, homework support, and enrichment.	Increase student achievement in writing, as evidenced by summative assessment measures, such as MAP Lannguage, IOWA, common assessments,	8/23—5/24 Lesson plans, 21st CCLC reports, and formal/informal observations Teachers and Principal	21st CCLC funds

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, align, and Deliver Support Processes	A. Classroom teachers will collaborate with Interventionists and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students receiving MTSS and other low performing students.	KSA, and classroom assessments Student achievement and growth, as evidenced by IOWA, common assessments, classroom data, AimsWeb data, and KSA.	On-going Lesson plans, formal/informal observations, data notebooks, KSA results Principal and Teachers	No additional funding required
	Design and Deliver Assessment Literacy	A. Teachers in accountability grades will administer Writing assessments in formats similar to KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on KSA assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	Student performance on KSA, as well as individual performance on formative and summative products and scrimmages	8/23—5/24 Data notebooks and scrimmage test results Teachers and Principal	No additional funding required
		B. Teachers will use a framework of authentic and ongoing assessment to improve student achievement and promote a deeper level of student learning.	Increase in rigor of Writing and Language Mechanics instruction as evidenced by lesson plans and assessment samples and increased Writing and Language Mechanics achievement, as measured by IOWA, common assessments, KSA, classroom assessments, student	On-going Lesson plans, formal/informal observations, PLC minutes, KSA and IOWA results Principal and Teachers	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	products, and observation Student achievement and growth, as evidenced by classroom data, IOWA, and KSA; data from QSCSS	On-going Lesson plans, formal/informal observations, PLC minutes, and WCNE social media page Principal and Teachers	No additional funding required
	Design and Deploy Standards	A. Teachers in all grade levels will ensure that Language Arts/Writing Mechanics and On-Demand Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with the Kentucky Academic Writing Standards along with the district writing plan. Students will be provided differentiation to address their individualized needs. Teachers in all grade levels will incorporate KY Comprehensive Literacy activities, Ready Writer supplemental	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, IOWA, and KSA.	8/23—5/24 Lesson plans, PLC minutes, data notebooks, formal/informal observations, IOWA and KSA results, and Google Classroom content Teachers and Principal	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 34% to 49% in the area of Science, from 68% to 77% in the area of Social Studies, and from 67% to 76% in the area of Combined Writing, by 2027 as measured by the 2026-2027 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		curriculum, GRREC activities, and SESC strategies into writing activities; writing activities will be embedded in other content area activities to help students make connections.			

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
<p>Objective 1</p> <p>In Reading, increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 69% to 74% and increase the percentage of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 62% to 70% by 2024 as measured by the 2023-2024 KSA.</p>	<p>Review, Analyze, and Apply data</p>	<p>A. Universal screeners will be used to identify students at-risk in reading and language arts/mechanics in order to place students in RTA, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of MTSS.</p>	<p>Student growth, as evidenced by MAP and STAR Reading results; RTA, STC, & Title I schedules; classroom data</p>	<p>9/23—5/24</p> <p>Progress reports and data sheets for students receiving services, and PLC minutes</p> <p>Principal and Teachers</p>	<p>No additional funding required</p>
		<p>B. Students identified as at-risk in reading and/or language will be screened using AimsWeb Plus to determine the level of need for MTSS, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.</p>	<p>Student growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, & AIMS Web Plus measures and data provided through progress monitoring</p>	<p>On-going</p> <p>Progress monitoring data and PLC minutes</p> <p>Teachers and Principal</p>	<p>No additional funding required</p>
		<p>C. Teachers will collaborate with RTA, Save the Children, Title I, and Special Education instructors to analyze student data results and will cooperate</p>	<p>Growth in student achievement data as provided by MAP Reading, STAR Reading, STAR Early Literacy, AIMS Web</p>	<p>9/23—5/24</p> <p>PLC minutes and progress monitoring data</p> <p>Teachers and Principal</p>	<p>No additional funding required</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to make instructional and placement decisions.	Plus, IOWA, common assessments, classroom data, and KSA		
	Design, Align, and Deliver Support Processes	A. RTA, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III MTSS services will be provided, in addition to support for Tier I interventions.	Growth in student achievement data as provided by MAP Reading, STAR Reading, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	On-going Lesson plans, student data notebooks, teacher schedules, formal/informal observations, progress monitoring data, PLC minutes, and Google Classroom content Principal and Teachers	No additional funding required
		B. Teachers will collaborate with their peers, instructional leaders, and district instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Increase in student growth and achievement as evidenced by MAP Reading, STAR Reading, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	On-going Lesson plans, PLC minutes, formal/informal observations, PLC minutes, and Google Classroom content Principal and Teachers	No additional funding required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement.	Increase in student achievement and growth, as evidenced by MAP	On-going	Instructional Funds \$6,500.00

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		IXL, Study Island, Reading Eggs, MyOn, Read Theory, Edulastic, Flocabulary, NewsELA, Google Classroom, Renaissance Place, HMH, Blooket, Edpuzzle, Simple Solutions, and other digital programming and print materials will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Reading, STAR Reading, STAR Early Literacy, IOWA, KSA, and digital programming logs and diagnostic reports	Lesson plans, formal/informal observations, and digital content logs and diagnostic reports Teachers and Principal	
		D. 21st Century program staff will collaborate with classroom teachers, RTA, STC, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school and summer programs.	Student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, common assessments, classroom data, and KSA	On-going MAP, STAR Reading, IOWA & KSA results, and lesson plans Teachers, Principal, and 21st Century Staff	21st Century funds \$1,200.00
		E. Family Resource Center staff and Cumberland River Comprehensive Care counselors will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and KSA; data from QSCSS	On-going Survey results and sign-in sheets for 21st Century, FRC, and school events Principal, Teachers, FRC Staff, CRCC Staff	No additional funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		activities, will be employed to ensure all students are able to overcome obstacles and learn at high levels.			
	Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Increase in student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, and KSA; data from QSCSS	On-going Student data notebooks, formal/informal observations, and Google Classroom content Teachers and Principal	No additional funding required
	Design and Deliver Instruction	A. School staff will participate in professional development activities to enhance their understanding of research-based reading instructional strategies acquired through professional development opportunities, such as Read to Achieve PLCs, GRREC Literacy Academy, SESC and KyCL sessions, science of reading training, and foundational skills workshops.	Increase in student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, and KSA	On-going Lesson plans, formal/informal observations, PLC minutes, PD sign-in sheets and logs Principal and Teachers	No additional funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers attending trainings will share strategies with their peers during PLC meetings.			
<p>Objective 2</p> <p>In Math, increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 69% to 74% and the percentage of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 59% to 67% by 2024 as measured by the 2023-2024 KSA.</p>	Review, Analyze, and Apply Data	<p>A. Universal screeners will be used to identify students at-risk in math in order to place students in math intervention groups such as Save the Children (STC) Math and Title I Math, to plan for instructional differentiation, and to identify students in need of MTSS.</p>	<p>Increase in student achievement, as evidenced by MAP Math, STAR Math, IOWA, KSA results; and classroom assessments</p> <p>STC & Title I schedules</p>	<p>9/23—5/24</p> <p>Progress reports and data sheets for students receiving services</p> <p>Teachers and Principal</p>	No additional funding required
		<p>B. Students identified as at-risk in math will be screened using AimsWeb Plus to determine level of need for MTSS, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.</p>	<p>Increase in student achievement, as evidenced by MAP Math, STAR Math, & AIMS Web Plus measures and data provided through progress monitoring</p>	<p>On-going</p> <p>Progress monitoring data and program reports</p> <p>Teachers and Principal</p>	No additional funding required
		<p>C. Teachers will collaborate with Title I, STC, and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.</p>	<p>Increase in student achievement data as provided by MAP Math, STAR Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA results</p>	<p>9/23—5/24</p> <p>PLC minutes and progress monitoring data</p> <p>Teachers and Principal</p>	No additional funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support Processes	<p>A. Title I, STC, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III MTSS will be provided, in addition to support for Tier I interventions.</p>	<p>Increase in student achievement data as provided by MAP Math, STAR Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA results</p>	<p>On-going lesson plans, student data notebooks teacher schedules, formal/informal observations, and Google Classroom content Teachers and Principal</p>	<p>No additional funding required</p>
		<p>B. Teachers will collaborate with their peers, instructional leaders, and district instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.</p>	<p>Increase in student achievement as evidenced by MAP Math, STAR Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA results</p>	<p>On-going lesson plans, PLC minutes, formal/informal observations, and Google Classroom content Teachers and Principal</p>	<p>No additional funding required</p>
		<p>C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Flocabulary, Prodigy, Xtra Math, Reflex Math, Math Antics, Edulastic, Common Core Sheets, Google Classroom, BrainPop, Think Central, Simple Solutions, and other digital programs will be</p>	<p>Increase in student achievement and growth, as evidenced by MAP Math, STAR Math, IOWA, KSA, common assessments, classroom data, and digital programming</p>	<p>8/23—5/24 lesson plans, formal/informal observations, Google Classroom content, and digital content logs and diagnostic reports Teachers and Principal</p>	<p>Instructional funds \$6,500.00</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		utilized across content areas and grade levels as remediation and enrichment and to extend learning.	logs and diagnostic reports		
		D. 21st Century staff will collaborate with classroom teachers, Title I, STC, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students in before-school tutoring, after-school tutoring, and summer school sessions.	Increase in student achievement and growth, as evidenced by MAP Math, IOWA, STAR Math, KSA, common assessments, classroom data	On-going assessment data from universal screeners, formative and summative assessments, and lesson plans Teachers, Principal, and 21st Century Staff	21st Century funds \$1,200.00
		E. Family Resource Center staff and Cumberland River Comprehensive Care counselors will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Increase in student achievement and growth, as evidenced by MAP Math, STAR Math, IOWA, KSA results, common assessments, classroom data, and QSCSS	8/23—5/24 survey results, assessment results, and sign-in sheets for 21st Century, FRC and school events Teachers, Principal, FRC Staff, and CRCC Staff	No additional funding required
	Design and Deliver Instruction	A. School staff will participate in professional development activities to enhance their	Increase in student achievement and growth, as	On-going	No additional funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		understanding of research-based instructional strategies for math such as KCM workshops. Teachers attending trainings will share strategies with their peers during PLC meetings.	evidenced by MAP, STAR Math, IOWA, and KSA, as well as classroom assessments and common assessments	Lesson plans, formal/informal observations, PLC minutes, PD sign-in sheets and logs Principal and Teachers		

4: English Learner Progress

Goal 4: Students will advance from using some social English and general academic language in the Emerging level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 1.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will advance from using some social English and general academic language in the Emerging level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 0.5 level. in the speaking domain on the ACCESS for ELLs assessment by 2024.	Design, Align, and Deliver Support	A. Provide training and support for teachers who will deliver instruction for ELL students through sheltered immersion.	ACCESS scores, student performance, student program service plan monitoring	8/23—5/24 ACCESS reports and program reports Principal, Instructional Coaches, Superintendent, Director of Special Education	PD funds
		B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative--specifically strategies focused on conversations, oral presentations, and discussions	ACCESS scores, student performance, student program service plan monitoring	8/23—5/24 ACCESS reports and program reports Principal, Instructional Coaches, Superintendent, Director of Special Education	PD funds; SESC Deeper Learning
Objective 2					

5: Quality of School Climate and Safety

Goal 5: Increase the Climate Index Score of 86 to 92, and increase the Safety Index Score from 80.4 to 86.4 by 2027, as measured by the 2026-2027 Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the Climate Index Score from 86 to 88 by 2024, as measured by the 2023-2024 Quality of School Climate and Safety Survey.</p>	<p>Establishing Learning Culture and Environment</p>	<p>A. School staff will help students develop their understanding of rules, their awareness of how their behavior affects others, and character strengths, including self-control, perspective taking, conflict resolution, etc., to help them behave responsibly.</p>	<p>Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being</p>	<p>On-going</p> <p>IC reports, lesson plans, Google Classroom content, formal/informal observations, QSCSS & Impact KY survey results</p> <p>Teachers, Principal, CRCC Staff</p>	<p>No additional funding required</p>
		<p>B. Teachers will engage students in the development of a classroom mission/vision statement as the premise for how students will interact with each other and perform their best work.</p>	<p>Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being</p>	<p>On-going</p> <p>IC reports, lesson plans, Google Classroom content, formal/informal observations, and QSCSS</p> <p>Teachers and Principal</p>	<p>No additional funding required</p>
		<p>C. School staff will ensure opportunities for character development through mini-lessons, character-building exercises and scenarios, and programs such as Breaktime.</p>	<p>Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being</p>	<p>On-going</p> <p>IC reports, lesson plans, Google Classroom content, formal/informal observations, PLC minutes, and QSCSS</p> <p>Teachers and Principal</p>	<p>No additional funding required</p>

Goal 5: Increase the Climate Index Score of 86 to 92, and increase the Safety Index Score from 80.4 to 86.4 by 2027, as measured by the 2026-2027 Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		D. Teachers will use surveys to evaluate the success of character education programs and materials and to monitor student perceptions of the classroom/school climate.	Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	On-going IC reports, lesson plans, Google Classroom content, formal/informal observations, and QSCSS Teachers and Principal	No additional funding required
	Design, Align, Deliver Support Processes	A. Teachers will use Kagan Strategies such as Team Forming and Team Building to promote teamwork, increase student cooperation, encourage equal student participation, and maximize student engagement for all students.	Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	On-going IC reports, lesson plans, Google Classroom content, formal/informal observations, and QSCSS Teachers and Principal	
Objective 2 Increase the Safety Index Score from 80.4 to 82.4 by 2024, as measured by the 2023-2024 Quality of School Climate and Safety Survey.	Establishing Learning Culture and Environment	A. Teachers will engage students in character-building experiences within the classroom to ensure an all-encompassing culture of character.	Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	On-going IC reports, lesson plans, Google Classroom content, formal/informal observations, PLC minutes, and QSCSS Teachers and Principal	No additional funding required
		B. School staff will help students develop their understanding of	Reduction of office referrals for	On-going	No additional funding required

Goal 5: Increase the Climate Index Score of 86 to 92, and increase the Safety Index Score from 80.4 to 86.4 by 2027, as measured by the 2026-2027 Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		rules, their awareness of how their behavior affects others, and character strengths, such as self-control, perspective taking, conflict resolution, etc., to help them act responsibly in the academic setting.	misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	IC reports, lesson plans, Google Classroom content, formal/informal observations, and QSCSS Teachers, Principal, & CRCC Staff	
		C. School staff will ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop character, and helps all students to be successful.	Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	On-going Lesson plans, Google Classroom content, curriculum maps, grade-level learning goals, ILPs, IEPs, 504 Plans, IC Reports, formal/informal observations, PLC minutes, QSCSS, and KY Impact surveys Teachers and Principal	No additional funding required
		D. School staff will promote leadership opportunities among students in order to create a culture of shared ownership and student self-regulation.	Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	On-going IC reports, lesson plans, Google Classroom content, formal/informal observations, PLC minutes, and QSCSS Teachers and Principal	No additional funding required
		E. School staff will communicate with and support parents/families in order to address barriers to learning and work together to help	Reduction of office referrals for misconduct, reduction of staff time spent on	On-going Communication logs, Open-House, Family Math & Reading Night sign-in	No additional funding required

Goal 5: Increase the Climate Index Score of 86 to 92, and increase the Safety Index Score from 80.4 to 86.4 by 2027, as measured by the 2026-2027 Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students build character and resolve conflict and/or negative perspectives of the school environment.	behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	sheets, FRC events schedule and sign-in sheets, and results of QSCSS & Impact KY surveys Teachers, Principal, FRC Staff	
		F. Teachers will use surveys to monitor student perceptions of the classroom/school environment.	Reduction of office referrals for misconduct, reduction of staff time spent on behavioral interventions, improved attendance, and increased social, emotional, and behavioral well-being	On-going Teacher-made survey results, IC reports, lesson plans, Google Classroom content, formal/informal observations, and QSCSS Teachers and Principal	No additional funding required

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>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:</p>
<p>Identification of Critical Resources Inequities:</p> <p>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:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>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:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>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:</p>
<p>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.</p>

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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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 Continuous Improvement Platform (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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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