



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Boston Elementary School
Heather Roaden
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

| | |
|---|----------|
| <u>2023-2024 Phase One: Continuous Improvement Diagnostic for Schools</u> | <u>3</u> |
|---|----------|

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Heather Roaden, Principal

08/22/2023



2023-2024 Phase One: School Safety Report

2023-2024 Phase One: School Safety Report

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Table of Contents

| | |
|--|----------|
| <u>2023-2024 Phase One: School Safety Report</u> | <u>3</u> |
|--|----------|

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. July 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) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2023-2024 Phase One: Executive Summary for Schools

2023-2024 Phase One: Executive Summary for Schools

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Table of Contents

| | |
|---|---|
| <u>2023-2024 Phase One: Executive Summary for Schools</u> | 3 |
|---|---|

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Boston Elementary School is located along Highway 1804 in the southern part of Whitley County. Boston Elementary School was founded approximately around 1963 and has remained an integral part of the community ever since. The local residents share a deep-rooted history and pride in our treasured school. We are home to 205 students of the Whitley County School District. While we are a Title I school with 80% of our students classified as economically disadvantaged (qualifying for free and reduced lunch), we remain steadfast in our purpose and determination. Our focus is on progress, refusing to let our status confine or define us. To serve the students at Boston Elementary School we have 19 certified educators, which includes 10 homeroom teachers, 3 special education teachers, 1 speech pathologist, 2 intervention specialists (1 RTA/CIM teacher & 1 Math teacher), 1 Librarian/ Media Specialist/ VPA teacher, and 1 Physical Education teacher. The students are also served by 1 principal, 5 instructional assistants, 1 Family Resource Coordinator, 1 secretary/bookkeeper, 3 custodians, 5 Food Service personnel, 1 school counselor, and 1 school nurse. Our current enrollment of 205 is made up of 91 male and 114 female students ranging from preschool to sixth grade. One unique feature of our school is that the preschool program is located in the same building as Kindergarten through sixth grade classrooms. This configuration creates a sense of community and unity which supports a smooth transition for preschool students into the K-6 program at our school. The core focus at Boston Elementary School revolves around the students. Our aim is to provide education growth, support, and confidence to every individual who steps through our doors. Our student body represents a spectrum of diverse backgrounds, much like the ever-shifting mountains that surround our campus. Each student enters with their own unique challenges, spanning from economic disadvantages to educational needs. With that said, each student also carries their distinct set of individual strengths and aspirations, ranging from excelling in reading to aspiring for a college education. It is our goal and purpose to nurture the needs and strengths of our students by providing them the education and support necessary to be successful. The faculty and staff are committed to student success. Each educator in our building is a highly qualified teacher and continual learner. Of the 19 certified educators, 11 are veteran teachers with experiences ranging from 5-30 years. Many Boston teachers have or are continuing their education beyond Bachelor's and Master's degrees. Those who have less than 5 years of experience are continually growing in professional development to build knowledge in their craft striving to become the best educator possible for their students. The focus on professional growth of our teachers is evident in student growth and success. The dedication to our students does not stop at our staff. Our community surrounds the school with support and love. While our community represents the same diverse backgrounds of our students, this never stops parents and stakeholders from investing in our students with support and involvement. Each parent, grandparent, aunt, uncle, cousin, and

community member celebrate the successes of Boston Elementary School. The pride and dedication to our school from our community is remarkable. Our school and community are like one big family. We acknowledge achievements, tackle areas of need, and strive for excellence. The surrounding community is made up of former Eagles and lifelong residents who recall times of struggle and challenge in the progression of our school. Eagle Pride runs deep in our veins and this drives the students, staff, and community to continually seek new strategies, activities, and ideas that will promote the strengths and successes of our students, our school, and our community. We are truly fortunate to have the parent and community support we do. Boston Elementary School is a treasure of our community

School Stakeholders

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

Stakeholders

Boston Elementary School Principal, Heather Roaden

Boston Elementary School Kindergarten Lead Teacher, Whitney Thornton

Boston Elementary School 1st Grade Lead Teacher, Kaylee Rose

Boston Elementary School 2nd Grade Lead Teacher, Amy Walters

Boston Elementary School 3rd Grade Lead Teacher, Megan Ellis

Boston Elementary School 4th Grade Lead Teacher, Madison Canada

Boston Elementary School 5th Grade Lead Teacher, Chris Johnson

Boston Elementary School 6th Grade Lead Teacher, Amber Hicks

Boston Elementary School Teachers

Family Resource Center Director, Shirley Lawson

Family Resource Advisory Council

Save the Children Site Coordinator, Ethan Rose

21st Century Coordinator, Ginger Downs

Math Intervention Teacher, Mary Haddix

Reading Intervention Teacher, Ginger Downs

BES School-Based Decision-Making Council Members: Chris Johnson (teacher), Mary Haddix (teacher), Kayla Fuson (teacher), Kimberly Gilreath (parent), Christina Furgerson (parent)

BES PTO, President Kimberly Gilreath, Treasurer Daniel Haddix

All the stakeholders listed play a vital role in ensuring that all students have what they need to be successful. The classroom teachers, intervention teachers, Save the Children, and 21st Century Programs provide instruction, intervention, and enrichment based on student needs and ability levels. Elgin for leadership support, Southeast South-Central Cooperative (SESC) for the Deeper Learning Initiative-Student Engagement, and Green River Regional Educational Cooperative (GRREC) for literacy.

The Family Resource Team strives to assist academically at-risk students succeed in school by helping to minimize or eliminate non-cognitive barriers to learning by providing vital programs, services and referrals to students and their families. These partnerships are critical in efforts on behalf of students.

Our School Based Decision Making Members assist in improvement planning by analyzing curriculum, instruction, and assessment. They collaborate in the decision-making process for schedules, staffing, and maintaining safe facilities. They also assist with improvement planning and budgets, and responsibilities for operating procedures.

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.

Boston Elementary School is dedicated to the success of all students. We believe all students have the right to an education that will prepare them for success in any endeavor they may embark upon. Students come first at Boston Elementary School. We work for kids! The Boston Elementary School staff believes that every student can learn. Through the partnership of parents, communities, and educators, our mission is to empower every Eagle by ensuring continuous growth in academics, confidence, and integrity. It is our vision to create a school that ingrains confidence, grit, and community into our students so they can be positive change makers for our community.

We are proud of the opportunities afforded to ALL students at Boston Elementary School. Our programs are based on our mission and vision. Our programs include Reading to Achieve teacher and in math (math intervention teacher), Title I, Gifted and Talented Program, Save the Children (STC) program offered both during and after school, and 21st Century Program. The Read To Achieve (RTA) is an intensive reading intervention program focused on primary students. RTA has two components: Reading Recovery and CIM (Comprehensive Intervention Model).

Reading Recovery is an intense individualized program designed to accelerate reading growth in selected first grade students. CIM is a program geared toward utilizing reading strategies in a small group setting to enhance reading proficiency for intervention students. Math intervention provides intense math support for students who need it. Title I services our students who are performing below the 30th percentile and Novice on MAP and STAR testing. The intervention specialist works with groups of students during Focused Instructional Groups and individually in small group settings. During intervention sessions, the teacher analyzes gaps in the students' learning to provide targeted, intentional interventions to facilitate the academic growth of each student. Response to Intervention (RTI) program is implemented in every classroom with qualified educators to facilitate RTI services to targeted groups based on assessment data. Additionally, the school's Save the Children program provides supplemental support to struggling readers during school and in after-school and summer settings. Our 21st Century Grant offers academic enrichment opportunities that complement the students' regular academic programs during non-school hours. Both STC and 21st Century programs assist students in meeting state standards in core academic subjects, i.e., reading and mathematics, all the while offering support to families. Students who require more challenges to further excel are offered monthly Gifted and Talented Services.

Our staff, both school and district level, have high expectations for all students. We provide a learning environment that allows all students to reach their highest potential. The school has incorporated Chromebooks 1:1 in daily instruction as tools during whole group and small group instruction and to access educational programs available to our students. Furthermore, all teachers including homeroom, special education, physical education, science lab, fine arts, as well as, the media specialist and interventionists, can utilize the Chromebook as an additional resource to enhance instruction and learning. We strive to cultivate an atmosphere that fosters the motivation for daily growth. The staff consistently examines data to close gaps in academic achievements and employs strategies to further enrich the learning experiences of all students at Boston Elementary School.

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 previous years, Boston Elementary School has achieved notable success in multiple areas. Our most notable achievement, during COVID-19 pandemic, was our 100% Participation Rate in all areas on the Kentucky Summative Assessment in 2020-2021. Our rate of participation surpassed that of the state in all tested areas. In Reading, a higher participation rate of 100% compared to the state rate of 89.2%; a difference of 10.8%. In Math, a higher participation rate of 100% compared to the state rate of 89.2%; a difference of 10.8%. In Science, a high participation rate of 100% compared to the state rate of 89.1%; a difference of 10.9%. In Writing, a higher participation rate of 100% compared to the state rate of 88.0%; a difference of 12.0%. In addition, we saw a slight increase in the number of students scoring distinguished in Writing (48.3% in 2021 compared to 39.1% in 2019- an increase of

9%). We also saw an increase in the percentage of students showing Kindergarten readiness (48.1% in 2021 compared to 39.1% in 2019-an increase of 9%). Two other notable achievements were that our 5th Grade READING P/D% out performed both the district by 4.0% (our 47.8% compared to the district 43.8%) and the state by 2.8% (our 47.8% compared to the state 45.0%). Likewise, our 6th Grade MATH P/D% out performed both the district by 3.9% (our 31.3% compared to the district 27.4%) and the state by 2.7% (our 31.3% compared to the state 28.6%). When analyzing our data from 20/21 to 21/22, we have shown notable achievements and areas of improvement. Upon examining our percentage of proficient and distinguished students based on subjects, we have demonstrated growth in reading and math. In 21/22 we showed growth in reading by having 49.0% of students score P/D compared to 36.6 in 20/21. In 21/22 we showed growth in math by having 39.0% of students score P/D compared to 20.8 in 20/21. We also decreased the percentage of novice in reading from 20/21(31.3%) to 21/22 (23.0%). In math we decreased the percentage of novice in 20/21 (31.7%) to 21/22 (22.0%). While these improvements are celebration worthy, we did note that Science and Social Studies were an area of need. Science scores for 21/22 showed 68% apprentice and 11% Novice with only 5% Distinguished and 16% Proficient. Social Studies scores for 21/22 showed 32% apprentice and 23% Novice with 27% Distinguished and 18% Proficient. From 21/22 to 22/23 school year we saw increased growth in reading combined proficient & distinguished from 47% to 63% in 3rd Grade, 32% to 44% in 4th Grade, and 56% to 63% in 6th Grade. In the 22/23 school year, we also saw increased growth in math combined proficient & distinguished from 21% to 47% in 3rd Grade, 36% to 43% in 5th Grade, and 56% to 75% in 6th Grade. We also continued to increase growth in science combined proficient & distinguished from 21% to 39% and social studies combined proficient & distinguished from 45% to 52%.

With this data, our staff is working diligently to improve educational opportunities and match our rigor of instruction with the expectations of state standards. We are seeking improvements in State Assessment Results in Reading and Math, State Assessment Results in Science, Social Studies, and Combined Writing, and change areas to maintain or increase our scores each year. Throughout the upcoming year, we will implement changes to ensure growth and improved overall performance. Some changes that are and will be implemented include: increasing the focus on literacy to enable literacy rich classroom environments, PLC meetings with the focus on standard mastery, data analysis that moves instruction, continuing writing across the curriculum. We will continue to utilize our data room to maximize the focus on student learning and achievement. This space is used to target trends and adjust instruction based on student needs, academic and non-academic (such as attendance and behavior). We gather once a week in the data room to have intentional focused time on student achievement and the process of planning for improvements. Our Save The Children (STC) program/ partnership is allowing us to provide quality resources to our students to promote literacy and the importance of family engagement activities as ways to ensure student improvement and success. The STC in school and after school programs will continue to be utilized throughout the school year to foster growth with a focus on reading and various genres to cross all content areas. In addition to the STC afterschool program, we will also continue to utilize our 21st Century program (before and after school) to provide intervention and enrichment opportunities for our students. Our Family Resource Center has implemented The Backpack program. Students are provided a backpack home with

them every Friday full of food that can be easily prepared; therefore students are not going hungry and are better prepared to learn. In addition, the Family Resource Center continually works with our community partners to provide and meet the needs of our economically disadvantaged students.

Additional Information

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

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

Attachment Summary

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

2023-2024 Phase Two: The Needs Assessment for Schools

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Table of Contents

| | |
|---|----|
| 2023-24 Phase Two: The Needs Assessment for Schools | 3 |
| Attachment Summary | 15 |

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.

Our process for reviewing, analyzing, and applying data results to determine our priorities is a school wide endeavor. Our process includes a variety of formats that include review by grade level teams, reviewing by our whole school team, and review by our district/ school team meetings. Once test results from STAR, MAP, and KSA are available, we begin our review by breaking into grade level teams. Each grade then conducts a thorough review of test results specific to their grade. In this review process, each team analyzes the results to pinpoint achievements, areas requiring improvement, and trends that demand attention. In addition, each team discusses strategies to promote ongoing student success, aiming to tackle areas of concern, and understand the underlying reasons for the trends they identify. After each team completes their analysis, we reunite as a collective school team. At this time, each team will present their findings to the group. We then address any issues that may be school wide. Once these two processes are complete, we then begin our district/ school team meetings.

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

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?

On the 2022 Goal Builder we stated that our goal was to increase the reading component proficient/distinguished of the combined reading and math KSA scores for Boston Elementary students from 49.0% to 51.5% by 2023.

To reach that goal, we planned, identified, and shared instructional resources for Kentucky Academic Standards. Staff discussed resources (including the use of intervention teachers to reduce achievement gaps) during PLC meetings. Teachers displayed learning targets for each lesson. Support was provided for teachers to create a literacy rich environment. Teachers utilized strategies & resources from the Kentucky Comprehensive Literacy Grant (KyCL) & GRREC (Green River Regional Educational Cooperative) training/modules to meet the cognitive demands of the ELA standards. Additionally, support was provided for teachers to integrate rigorous, engaging reading/ELA experiences through the use of materials such as 180 Day of Writing (4/5), Wordly Wise (K-6), Zaner-Blouser handwriting (2-6), leveled readers, and library books. Include resources from our partner programs: Save the Children (STC) & 21st Century CCLC. Incorporate diverse activities to also address the needs of the Gifted and Talented students.

We established targeted reading focus groups with purposeful planning. Students were provided 30 minutes in small groups to drive specific reading instruction to promote growth and understanding. Support was provided to teachers in utilizing formative and summative assessment data to inform instruction. PLC time was designed to review classroom data weekly to immediately address student needs as they arise and results were addressed/implemented during weekly Instructional Focus Groups.

Teachers create, review, and edit students' learning plans throughout the year to ensure student growth.

Based on the 2022-2023 KSA data,

On the 2022 Goal Builder our math goal was to increase the percentage of students scoring proficient/distinguished in math from 39% to 41% by 2023.

To reach our math goal, we planned to collaborate and provide support with math instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs/requests of the teachers. Additionally, we planned to provide support for teachers to implement and integrate math rich activities to meet the cognitive demands of the math standards; provide support for teachers to integrate rigorous, engaging math experiences. Also planned to include resources from our partner programs: Save the Children (STC), 21st Century CCLC, & Elgin.

Based on the 2022-2023 KSA data,

On our 2022 Goal Builder our goal was to increase the percentage of students scoring proficient/distinguished in SCIENCE from 21.0% in 2022 to 22.1% in 2023.

To reach this goal, Science would be taught with fidelity and rigor in grades K-6. Teachers would implement science resources such as IXL, Simple Solutions, and 180 Days of Science. We planned for all students to have the opportunity to complete TCTs throughout the year. Teachers will analyze student data to make instructional decisions. Students will also complete labs throughout the year in science. Students K-6 will complete claim, evidence, reasoning investigations as determined by the district.

Based on the 2022-2023 KSA data,

On our 2022 Goal Builder, our Social Studies goal was to increase the percentage of students scoring proficient/distinguished in SOCIAL STUDIES from 45.0.0% in 2022 to 47.3% in 2023.

To reach this goal we planned to provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Social Studies. We discussed resources & instructional strategies during PLC meetings. We utilized district instructional coaches and incorporated resources such as 180 Days of Social Studies.

Based on the 2022-2023 KSA data,

On our 2022 Goal Builder, our writing goal was to increase the percentage of students scoring proficient/distinguished in WRITING from 0.0% in 2022 to 2.0% in 2023.

To reach this goal we planned to conduct scrimmage testing in Writing during Writing Wednesdays. Then, conduct data analysis, instructional adjustments, and implementation of feedback to improve student performance in writing. We

planned to provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Writing. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as iReady writing for grades 4 and 5, Wordly Wise for grades K-6, and 4, Zaner-Blouser handwriting for grades 2-6, leveled readers, and library books to increase student achievement.

Based on the 2022-2023 KSA data

Although we are on the right track, student growth will continue to be a primary focus. Because we did see adequate improvement in all goals, we will make minor adjustments to our plan to promote more growth in proficiency from last year, and continue with the same structure in last year's Goal Builder.

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.

Academic Data Trends:

Reading:

- 2020/2021- 43.6% of students scored novice in Reading
- 2021/2022- 23% of students scored novice in Reading
- 2022/2023- 11% of students scored novice in Reading

Math:

- 2020/2021- 31.7% of students scored novice in Math
- 2021/2022- 22% of students scored novice in Math
- 2022/2023- 19% of students scored novice in Math

Science:

- 2020/2021- 8% of students scored novice in Science.
- 2021/2022- 11% of students scored novice in Science.
- 2022/2023- 22% of students scored novice in Science.

Social Studies:

- 2020/2021- Test Data Not Reported on the School Report Card for the 2020-2021 School Year
- 2021/2022- 23% of students scored novice in Social Studies
- 2022/2023-17% of students scored novice in Social Studies

Based on the 2022-2023 KSA data we will intentionally target our focus on decreasing the percentage of novice in reading and math while creating and delivering instruction that will continuously help students transition to proficient and distinguished levels.

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.

Kentucky Summative Assessment Data Trends for READING:

3rd Grade:

- 20/21 and 21/22 school scores were lower than district scores (20/21 - 40.4% / 21/22 - 59%)
- From 20/21 to 21/22 school year we saw growth in the proficient (21.8% -> 32%) and distinguished ()
- From 21/22 to 22/23 school year we saw increased growth in reading combined proficient & distinguished

4th Grade:

- Both years, we fell roughly around 5% less than the state and the district with Apprentice and Proficient
- We have doubled the percentage difference in Novice from the previous year (8.8% - 16.1%)
- From 21/22 to 22/23 school year we saw increased growth in reading combined proficient & distinguished

5th Grade:

- Level of Distinguished below both District (-7%) & State (-8%) levels
- Number of Novice (+6%) higher than District level
- From 21/22 to 22/23 school year we saw decrease growth in reading combined proficient & distinguished

6th Grade:

- Majority of students are performing in Novice and Apprentice (51) than Proficient and Distinguished (49)
- Novice percentage (23%) is reducing and Apprentice (28%) is increasing which shows student growth
- From 21/22 to 22/23 school year we saw increased growth in reading combined proficient & distinguished

Kentucky Summative Assessment Data Trends for MATH:

3rd Grade:

- Students scored below district (2.5%) and state (10.6%) levels in 20/21 and 21/22 (district 33% / state 33%)
- From 21/22 to 22/23 school year we saw increased growth in combined proficient & distinguished from 20/21

4th Grade:

- Both years, we fell roughly around 5% less than the state and the district with Apprentice and Proficient
- We have doubled the percentage difference in Novice from the previous year (8.8% - 16.1%).
- From 21/22 to 22/23 school year we saw decreased growth in combined proficient & distinguished from 20/21

5th Grade:

- Level of Distinguished below both District (-7%) & State (-8%) levels.
- Number of Novice (+6%) higher than District level.
- From 21/22 to 22/23 school year we saw increased growth in combined proficient & distinguished from 20/21

6th Grade:

- Majority of students are performing Novice and Apprentice (51%) than Proficient and Distinguished (49%)
- Novice percentage (23%) is reducing and Apprentice (28%) is increasing which shows student growth
- From 21/22 to 22/23 school year we saw increased growth in combined proficient & distinguished from 20/21

Kentucky Summative Assessment Data Trends for SCIENCE:

4th Grade:

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

-
- Students scoring Novice increased by 3% from 20/21 (8.0%) to 21/22 (11.0%). 2021/2022
 - From 21/22 to 22/23 school year we saw increased growth in combined proficient & distinguished fro

Kentucky Summative Assessment Data Trends for SOCIAL STUDIES:

5th Grade:

- The students scoring Proficient/Distinguished (45.0%) was higher than the state (37.0%) in 21/22.
- The number of students scoring Novice (23.0%) was less than the district (24.0%) by 1.0%.
- The number of students scoring Novice (23.0%) was less than the state (34.0%) by 11.0%.
- From 21/22 to 22/23 school year we saw increased growth in combined proficient & distinguished fro

Kentucky Summative Assessment Data Trends for ON DEMAND WRITING:

5th Grade:

- The number of students scoring Proficient/Distinguished (0.0%) was less the district (37.0%) by 37.0
- The number of students scoring Proficient/Distinguished (0.0%) was less the state (33.0%) by 33.0%
- The number of students scoring Novice (5.0%) was less than that of the district (10.0%) by 5.0%.
- We have more students scoring Apprentice than any other category.
- From 21/22 to 22/23 school year we saw decreased growth in combined proficient & distinguished fro

The non-academic trends that we recognized from the past two-three years are a consistent number of students identified as chronically absent.

- 2020/2021- 42.08% of students identified as chronically absent
- 2021/2022- 42.51% of students identified as chronically absent
- 2022/2023- 35.03% of students identified as chronically absent

Our PRI school coordinator provides initiatives, programs, and opportunities that motivate and assist both students and parents in attending school and engaging in their daily learning. These opportunities educate students and parents on the importance of attendance and the educational impact of chronic absenteeism. Optimal learning and growth occur when students are actively present and engaged.

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.

For the 2022-2023 school year we monitored student progress and deployed strategies that would allow us to maintain our proficiency levels and decrease novice percentages in reading and math. We allocated more intentional focus on growth in reading and math while also continuing to offer rigorous instruction in science and writing. We were intentional about identifying students who had vast learning gaps in reading and math and monitored those students to ensure that students were on track to achieve growth.

2022-2023 KSA Proficiency Data

63% of 3rd grade students scored proficient or distinguished in reading.

47% of 3rd grade students scored proficient or distinguished in math

44% of 4th grade students scored proficient or distinguished in reading.

39% of 4th grade students scored proficient or distinguished in math.

39% of 4th grade students scored proficient or distinguished in science.

57% of 5th grade students scored proficient or distinguished in reading.

43% of 5th grade students scored proficient or distinguished in math.

39% of 5th grade students scored proficient or distinguished in combined writing.

52% of 5th grade students scored proficient or distinguished in social studies.

63% of 6th grade students scored proficient or distinguished in reading.

75% of 6th grade students scored proficient or distinguished in math.

2022-2023 KSA Novice Data

Third Grade – 16% of students scored novice in reading and 21% in math.

Fourth Grade – 33% of students scored novice in reading, 44% in math, and 22% in science.

Fifth Grade – 0% of students scored novice in reading, 13% in math, 0% in combined writing, and 17% in social studies.

Sixth Grade – 0% of students scored novice in reading and 4% in math.

Going forward we will concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas. Our overall areas of focus are in 4th grade reading and math and 5th Grade reading and combined writing. For the 2022-2023 school year we will provide intentional focus on both grade levels to promote higher proficiency levels in all content areas.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our Strengths/Leverages can be utilized to improve our areas of concern in that they will provide us the roadmap that we need to focus on specific content areas and grade levels. In addition to focusing on our identified priorities/concerns and our strengths/leverages, we will also continue to focus on student attendance (optimal learning and development occurs when students are actively present and engaged). By relying on student data and focusing on our students who scored novice & apprentice, we plan to improve student growth and achievement across all academic/content areas. Our focus will continue to be on student growth across various populations, ensuring every student has opportunities to enhance their skills. We will work collaboratively with all staff in our school to ensure that our vertically and horizontally aligned curriculum is utilized to provide targeted support for our students. We will strive to maintain a curriculum that is rigorous and aligned to all state standards. Our goal is to empower every student by ensuring an environment that promotes and supports learning, growth, and achievement in reading, math, science, social studies, and writing. In addition, we strive to focus on the social-emotional well being of our students and staff. We will continue and grow our partnerships with all stakeholders (such as our Family Resource, Save the Children, 21st Century CLCC, Whitley County Rural Accelerator, Elgin, Cumberland River Comprehensive Care, University of the Cumberlands, Whitley County Health Department, Whitley County Sheriff's office, Partners for Rural Impact, and many more) to improve our home-school relationships and provide services to our school, students, families, and community. Furthermore, we will utilize our web-based programs that are in place to provide targeted, individualized, and differentiated instruction and intervention to our students. Our goal is to meet students where they are and provide an environment in which they can improve, grow, and excel. For our teachers and staff, we want to also provide an environment that will allow them to grow, improve, and excel. One way we will provide these opportunities is to meet in weekly PLC meetings to work collaboratively to monitor progress, provide support with the implementation of programs, and provide opportunities for teachers and staff to step into leadership roles to enhance and improve our school

culture. The goal is to create a learning and work environment in which all members have opportunities and support to grow and improve. All of these efforts are in place to reduce the number of students performing at the novice level and increase/ improve our rate of proficiency.

2021-2022 KSA Proficiency Data

47% of 3rd grade students scored proficient or distinguished in reading.

21% of 3rd grade students scored proficient or distinguished in math

32% of 4th grade students scored proficient or distinguished in reading.

37% of 4th grade students scored proficient or distinguished in math.

21% of 4th grade students scored proficient or distinguished in science.

55% of 5th grade students scored proficient or distinguished in reading.

36% of 5th grade students scored proficient or distinguished in math.

56% of 6th grade students scored proficient or distinguished in reading.

56% of 6th grade students scored proficient or distinguished in math.

2022-2023 KSA Proficiency Data

60% of 3rd grade students scored proficient or distinguished in reading.

45% of 3rd grade students scored proficient or distinguished in math.

40% of 4th grade students scored proficient or distinguished in reading.

35% of 4th grade students scored proficient or distinguished in math.

35% of 4th grade students scored proficient or distinguished in science.

54% of 5th grade students scored proficient or distinguished in reading.

45% of 5th grade students scored proficient or distinguished in math.

60% of 6th grade students scored proficient or distinguished in reading.

79% of 6th grade students scored proficient or distinguished in math.

2021-2022 KSA Novice Data

Third Grade – 37% of students scored novice in reading and 32% in math.

Fourth Grade – 14% of students scored novice in reading, 26% in math, and 6% in science.

Fifth Grade – 23% of students scored novice in reading, 23% in math, and 4% in combined writing.

Sixth Grade – 24% of students scored novice in reading and 16% in math.

2022-2023 KSA Novice Data

Third Grade – 20% of students scored novice in reading and 25% in math.

Fourth Grade – 35% of students scored novice in reading, 50% in math, and 25% in science.

Fifth Grade – 13% of students scored novice in reading, 21% in math, and 0% in combined writing.

Sixth Grade – 0% of students scored novice in reading and 4% in math.

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

 Boston 23-24 School Key Elements Template

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?


Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

KCWP 2: Design and Deliver Instruction

Boston Elementary will concentrate its resources and efforts on crafting and delivering instruction aligned with grade level standards' rigor and expectations. This emphasis aims to foster student growth, making it our top priority. We recognize that achieving this goal is possible through intentional design and delivery of instruction.

Attachment Summary

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

Key Elements of the Teaching and Learning Environment – Boston Elementary School- 2023-2024

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>During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what skills will be demonstrated, what knowledge students will know, and in what context. The teachers then discuss success criteria and what mastery of the standard looks and sounds like for the students. After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. The next step is to revisit this standard after it is taught. The group analyzes the assessment data and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.</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>In addition to regular classroom instruction, the students will have the opportunity to utilize morning and afternoon tutoring/homework help provided through 21st Century. This allows students the opportunity to receive homework help 4 mornings each week for 30 minutes before school. Students receive assistance for help with homework. Students will also be offered support after school through our 21st Century and Save the</p> |

Key Elements of the Teaching and Learning Environment – Boston Elementary School- 2023-2024

| Key Elements | Is this an area of focus? Yes/No | Specific Processes, Practices or Conditions Identified for Focus |
|--|-------------------------------------|---|
| | | <p>Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 3:00-5:30 PM. We will also implement instructional and technology strategies in the classrooms through direct instruction and the utilization of various resources such as Chromebook, Google Classroom, Vocabulary A-Z, Choice Boards, Simple Solutions STAR, MyON Online Library, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Jamboard, and Prodigy. Teachers will also utilize resources and training provided by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency. Teachers will create, review, and edit students' learning plans throughout the year to ensure student growth.</p> <p>Our teachers will utilize resources such as Generation Genius-Science to support and enhance student learning in science. Science and social studies lessons will be taught with fidelity and rigor in grades K-6. Teachers will implement social studies and science resources such as IXL, Simple Solutions, and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science.</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> | NO | <p>We use a variety of information to support educational decision making. During PLC meetings we analyze student data and a variety of formative assessments. The group analyzes the student data and has discussions concerning what needs to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard. We utilize progress monitoring data of students in Instructional Focus Groups to determine additional support or placement shifts in groups. Additionally, we use district benchmark assessments, district curriculum summative</p> |

Key Elements of the Teaching and Learning Environment – Boston Elementary School- 2023-2024

| Key Elements | Is this an area of focus? Yes/No | Specific Processes, Practices or Conditions Identified for Focus |
|---|-------------------------------------|---|
| | | <p>assessments, Amira Benchmark, STAR, MAP, and KSA data to drive instructional decision making.</p> <p>We house weekly PLC meetings minutes in a Google Sheets so we can share and review notes, ensuring we have attended to all needs documented. These minutes allow us to document our intentions and provide us with a starting point for each future meeting. The principal meets periodically one on one with teachers to create a list of students in the lower range areas, specific struggles or challenges students may face, and/or teacher concerns. Also, during this one-on-one meeting, we discuss strategies that teachers feel are most beneficial and discuss any barriers they feel may be hindering student progress or success. We monitor this list of students to ensure they are making progress and not falling back. District curriculum support staff are scheduled to meet with teachers on a regular basis to discuss strategies, scores, and needed resources throughout the school year.</p> |
| <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> | NO | <p>During weekly Professional Learning Community (PLC) meetings we examine the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This helps us identify overall school trends and greater areas of need that relate to standards or objectives. We analyze MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data is used to continually spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we create and focus instruction to target those areas.</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> | NO | <p>To ensure continuous improvement and data-based decision making occurs at all levels multiple stakeholders are involved. Teachers, staff members, and parents have a voice through PLC meetings, staff meetings, School Based Decision-Making meetings, and SBDM Teacher and Parent nominations and voting. To provide support for students' behavioral, social-emotional, and academic needs, students have access to a full-time</p> |

Key Elements of the Teaching and Learning Environment – Boston Elementary School- 2023-2024

| Key Elements | Is this an area of focus? Yes/No | Specific Processes, Practices or Conditions Identified for Focus |
|--|-------------------------------------|--|
| | | <p>counselor in the school as well as all certified, highly qualified classroom and specialty area teachers. The principal, teachers, counselors, PRI Coordinator, and Family Resource Coordinator all work together to provide programs on topics such as Anti-Vaping, Character Education, Suicide Prevention, and Drug Prevention. Our Counselor host a summer program that supports students by focusing on positive mental health. Our school also has a First Priority Club and Eagle of the Month to highlight positive character values. We also focus on one core value per month and spotlight weekly the Eagle Pride student who has demonstrated this core value in all areas of the school all week (Purpose, Respect, Integrity, Determination, and Striving for Excellence). To ensure equitable access to rigorous academic curriculum our teachers monitor all students' achievement to provide tutoring, reteaching, advanced coursework, or gifted and talented services for all learners. These services are provided through direct instruction in the classroom, reading and math intervention classes, Save the Children reading and math programs, and through the 21st Century After School Program.</p> |
| <p>KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p> | NO | <p>To provide a learning environment to students that is inclusive and accessible for all students and encourages learning and continued growth, our school will provide opportunities for students and staff to connect. Students will be offered opportunities to join our after-school programs that will help meet the social needs of students as well as academic. Students will be greeted each morning as we call them by name and make conversation with them. Students will be provided with opportunities to join sports and academic teams. Our school maintains a full-time counselor who provide counseling services and focuses on positive mental health. To ensure students' growth and well-being are the primary focus of the school, the principal will conduct observations/walkthroughs, periodically recognize students' accomplishment or participation on intercom and school Facebook page. Office personnel, teachers, and principal will make daily attendance calls when students are absent.</p> |

Key Elements of the Teaching and Learning Environment – Boston Elementary School- 2023-2024



2023-2024 Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

Boston Elementary School
Heather Roaden
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

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

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2023-2024 Phase Three: Comprehensive School Improvement Plan

2023-2024 Phase Three: Comprehensive School Improvement Plan

Boston Elementary School
Heather Roaden
3291 Highway 1804
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

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

2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name


 2023-2024 KDE Comprehensive Improvement Plan for Schools

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

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

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

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|-------------|--------------------|
|  2023-2024 KDE Comprehensive Improvement Plan for Schools | | . |

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.

- Increase the percentage of proficient and distinguished in reading and math.
- Matching the rigor of instruction to the expectations of Kentucky Academic Standards

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- Implementation of instructional and technology strategies in the classrooms through direct instruction and the utilization of various resources.
- KCWP 2: Design and Deliver Instruction- Student self-assessments of mastery of the Kentucky Academic Standards
- KCWP 2: Design and Deliver Instruction- Instructional Focus Groups

Indicator Scores

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

| Indicator | Status | Change |
|---|--------|--------|
| 75.7 | 75.7 | 11.3 |
| State Assessment Results in science, social studies and writing | 67.8 | 7.3 |
| English Learner Progress | | |
| Quality of School Climate and Safety | 79.8 | -3.0 |
| 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 1A: Increase the READING KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 57% in 2023 to 65% in 2026. Goal 1B: Increase the MATH KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 52% in 2023 to 65% in 2026. | | | | | | | | | |
|---|---|--|---|--|--------------------------|---|--------------------------|---|-----|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | | Funding | | | |
| Objective 1 To increase the READING component of the combined reading and math KSA scores for Boston Elementary students from 57% to 62% by 2024. | KCWP 2: Design and Deliver Instruction | Identify and share instructional resources for Kentucky Academic Standards. Discuss resources (including the use of intervention teachers to reduce achievement gaps) during PLC meetings. Display learning targets for each lesson and implement student self-assessment document on standards. | School Report Card; PLC agendas & minutes; Walkthrough documents, Eagle Eye on Learning Document | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 |
| | | Timeline | Person Responsible | | | | | | |
| | | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | |
| | | Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, MyON, Amira, MAP, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Edulastic, and HMH Into Reading, etc. | PD schedule & Program reports | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches Chief Information Officer </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches Chief Information Officer | \$0 |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches Chief Information Officer | | | | | | | | |
| Provide support for teachers to create a literacy rich environment. Teachers will utilize strategies & resources from the Kentucky Comprehensive Literacy Grant (KyCL) & GRREC (Green River Regional Educational Cooperative) trainings/modules to meet the cognitive demands of the ELA standards; Provide support for teachers to integrate rigorous, engaging reading/ELA experiences with materials such as 180 Day of Writing, Wordly Wise, Zaner-Blouser handwriting, leveled readers, and library books. Include resources from our partner programs: Save the Children (STC) & 21st Century CCLC. Incorporate diverse activities to also address the needs of the Gifted and Talented students. Integrate a variety of activities in Title I family reading nights. | Student samples; school level monitoring | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 | | |
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| Provide support to teachers in utilizing formative and summative assessment data to inform instruction. Review classroom data weekly to immediately address student needs as they arise. Results can be addressed/implemented during weekly Instructional Focus Groups. | Walkthrough documentation; classroom & common assessment data | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 | | |
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Goal 1A: Increase the **READING** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 57% in 2023 to 65% in 2026.
 Goal 1B: Increase the **MATH** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 52% in 2023 to 65% in 2026.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
|---|--|--|---|---|--------------------------|---|--------------------------|--|-----|
| Objective 2 To increase the MATH component of KSA scores for Boston Elementary students from 52% to 57% by 2024. | KCWP 2: Design and Deliver Instruction | Identify and share instructional resources for Kentucky Academic Standards and the 8 mathematical practices. Discuss resources (including the use of intervention teachers to reduce achievement gaps) during PLC meetings. Display learning targets for each lesson and implement student self-assessment document on standards. | School Report Card; PLC agendas; Walkthrough documents, Eagle Eye on Learning Document | <table border="1"> <thead> <tr> <th data-bbox="1784 358 1911 383">Timeline</th> <th data-bbox="1911 358 2260 383">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 399 1911 513">August 2023 to June 2024</td> <td data-bbox="1911 399 2260 513"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 |
| | | Timeline | Person Responsible | | | | | | |
| | | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | |
| | | Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, MyON, Amira, MAP, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Edulastic, and Think Central, etc. | PD schedule & Program reports | <table border="1"> <thead> <tr> <th data-bbox="1784 570 1911 594">Timeline</th> <th data-bbox="1911 570 2260 594">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 610 1911 724">August 2023 to June 2024</td> <td data-bbox="1911 610 2260 724"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches • Chief Information Officer </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches • Chief Information Officer | \$0 |
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| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches • Chief Information Officer | | | | | | | | |
| Provide support for teachers to implement and integrate math rich activities to meet the cognitive demands of the math standards; Provide support for teachers to integrate rigorous, engaging math experiences. Include resources from our partner programs: Save the Children (STC), 21st Century CCLC, & Elgin. In addition, incorporate diverse activities to address the needs of the Gifted and Talented students. Integrate a variety of activities in Title I family math nights. | Student samples; school level monitoring; Save the Children (STC); 21st Century CCLC; Elgin | <table border="1"> <thead> <tr> <th data-bbox="1784 837 1911 862">Timeline</th> <th data-bbox="1911 837 2260 862">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 878 1911 992">August 2023 to June 2024</td> <td data-bbox="1911 878 2260 992"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 | | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | |
| Provide support to teachers in utilizing formative and summative assessment data to inform instruction. Review classroom data weekly to immediately address student needs as they arise. Results can be addressed/implemented during weekly Instructional Focus Groups. | Walkthrough documentation; classroom & common assessment data | <table border="1"> <thead> <tr> <th data-bbox="1784 1162 1911 1187">Timeline</th> <th data-bbox="1911 1162 2260 1187">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 1203 1911 1317">August 2023 to June 2024</td> <td data-bbox="1911 1203 2260 1317"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 | | |
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2: State Assessment Results in Science, Social Studies and Writing

| <p>Goal 2A: Increase the SCIENCE KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.</p> <p>Goal 2B: Increase the COMBINED WRITING KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.</p> <p>Goal 2B: Increase the SOCIAL STUDIES KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 52% in 2023 to 59% in 2026.</p> | | | | | | | | | |
|---|---|---|---|--|--------------------------|---|--------------------------|---|------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
| <p>Objective 1 As measured by KSA, increase the percentage of students scoring proficient/distinguished in SCIENCE from 39% in 2023 to 44% in 2024.</p> | <p>KCWP 2: Design and Deliver Instruction</p> | <p>Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Science (NGSS). Teachers will collaborate in PLCs (w/classroom teachers, Special Education teachers, Title I staff, intervention teachers) to employ research driven instructional strategies and identify resources to provide highly engaging, content-rich instruction for all students. Resources will include Generation Genius and 180 Days of Science for grades K-6, leveled readers, and library books.</p> | <p>School Report Card and PLC agendas</p> | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | <p>\$0</p> |
| | | Timeline | Person Responsible | | | | | | |
| | | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | |
| | | <p>Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, MyON, MAP, Generation Genius, Mystery Science, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Zoom, videoing/recording lessons (as needed), Edulastic, and HMH Into Science. Incorporate diverse activities to address the needs of Gifted and Talented students.</p> | <p>PD Schedule & Program reports</p> | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | <p>\$0</p> |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | | | |
| <p>Conduct scrimmage testing in each of the science & all content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance. Include resources from our partner program 21st Century CCLC tutoring and afterschool program.</p> | <p>Student samples; school level monitoring; District Instructional Coaches</p> | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | <p>\$0</p> | | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | | | |
| <p>Provide support to teachers in utilizing formative and summative assessment data to inform instruction in science. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.</p> | <p>Lesson plans, walkthrough documentation; classroom & common assessment data; data room</p> | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | <p>\$0</p> | | |
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Goal 2A: Increase the **SCIENCE** KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.
 Goal 2B: Increase the **COMBINED WRITING** KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.
 Goal 2B: Increase the **SOCIAL STUDIES** KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 52% in 2023 to 59% in 2026.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
|---|---|--|---|--|--------------------------|---|--------------------------|---|-----|
| | | All students will have the opportunity to complete TCTs throughout the year. Teachers will analyze student data to make instructional decisions. Students will also complete labs throughout the year in science. Students K-6 will complete claim, evidence, reasoning investigations. | Student samples; school level monitoring; District Instructional Coaches | <table border="1"> <thead> <tr> <th data-bbox="1784 386 1908 410">Timeline</th> <th data-bbox="1908 386 2260 410">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 410 1908 548">August 2023 to June 2024</td> <td data-bbox="1908 410 2260 548"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | |
| Objective 2 As measured by KSA, increase the percentage of students scoring proficient/distinguished in COMBINED WRITING from 39% in 2023 to 44% in 2024. | KCWP 2: Design and Deliver Instruction | Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Writing. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as iReady writing for grades 4 and 5, Wordly Wise for grades K-6, and 4, Zaner-Blouser handwriting for grades 2-6, leveled readers, and library books to increase student achievement. | School Report Card and PLC agendas | <table border="1"> <thead> <tr> <th data-bbox="1784 634 1908 659">Timeline</th> <th data-bbox="1908 634 2260 659">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 659 1908 797">August 2023 to June 2024</td> <td data-bbox="1908 659 2260 797"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 |
| | | Timeline | Person Responsible | | | | | | |
| | | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | |
| Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, MyON, Amira, MAP, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Edulastic, and HMH Into Writing, etc. | PD Schedule & Program reports | <table border="1"> <thead> <tr> <th data-bbox="1784 927 1908 951">Timeline</th> <th data-bbox="1908 927 2260 951">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 951 1908 1089">August 2023 to June 2024</td> <td data-bbox="1908 951 2260 1089"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 | | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | |
| Conduct scrimmage testing in Writing. Then, conduct data analysis, instructional adjustments, and implementation of feedback to improve student performance in writing. Include resources from our partner programs: Save the Children (STC) and 21st Century CCLC tutoring and afterschool program. | Student samples; school level monitoring; District Instructional Coaches | <table border="1"> <thead> <tr> <th data-bbox="1784 1187 1908 1211">Timeline</th> <th data-bbox="1908 1187 2260 1211">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1784 1211 1908 1349">August 2023 to June 2024</td> <td data-bbox="1908 1211 2260 1349"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 | | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | |

| <p>Goal 2A: Increase the SCIENCE KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.</p> <p>Goal 2B: Increase the COMBINED WRITING KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.</p> <p>Goal 2B: Increase the SOCIAL STUDIES KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 52% in 2023 to 59% in 2026.</p> | | | | | | | | | |
|---|---|--|---|--|--------------------------|---|--------------------------|---|-----|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
| | | Provide support to teachers in utilizing formative and summative assessment data to inform instruction in writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise. | Lesson plans, walkthrough documentation; classroom & common assessment data; data room | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | | | |
| <p>Objective 3 As measured by KSA, increase the percentage of students scoring proficient/distinguished in SOCIAL STUDIES from 52% in 2023 to 57% in 2024</p> | <p>KCWP 2: Design and Deliver Instruction</p> | Provide instructional support, identify, and share instructional resources for Kentucky Academic Standards in Social Studies. Discuss resources & instructional strategies during PLC meetings. Utilize district instructional coaches. Incorporate resources such as 180 Days of Social Studies. | School Report Card and PLC agendas | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 |
| | | Timeline | Person Responsible | | | | | | |
| | | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | |
| Provide technical support/PD and assistance to teachers in software setup and implementation of STAR, Accelerated Reader, Study Island, IXL, MyON, Amira, MAP, and other core programs. In addition, utilize Google (Drive, Docs, Sheets, Slides, Classroom, etc.), Edulastic, and HMH Into Social Studies, etc. | PD Schedule & Program reports | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 | | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | | | | | | | | |
| Conduct scrimmage testing in each of the content areas to allow data analysis, instructional adjustments, and implementation of feedback to improve student performance. Include resources from our partner program 21st Century CCLC tutoring and afterschool program. | Student samples; school level monitoring; District Instructional Coaches | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches | \$0 | | |
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| <p>Goal 2A: Increase the SCIENCE KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.</p> <p>Goal 2B: Increase the COMBINED WRITING KSA scores for Boston Elementary students performing proficient/distinguished from 39% in 2023 to 46% in 2026.</p> <p>Goal 2B: Increase the SOCIAL STUDIES KSA (Kentucky Summative Assessments) scores for Boston Elementary students performing proficient/distinguished from 52% in 2023 to 59% in 2026.</p> | | | | | | | | | |
|---|---|---|---|---|----------|--------------------|---------------------------------|---|------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
| | | <p>Provide support to teachers in utilizing formative and summative assessment data to inform instruction in social studies & writing. Display learning targets for each lesson. Review classroom data weekly to immediately address student needs as they arise.</p> | <p>Lesson plans, walkthrough documentation; classroom & common assessment data; data room</p> | <table border="1"> <thead> <tr> <th data-bbox="1795 386 1921 410">Timeline</th> <th data-bbox="1921 386 2252 410">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1795 410 1921 548"> <p>August 2023 to June 2024</p> </td> <td data-bbox="1921 410 2252 548"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | <p>August 2023 to June 2024</p> | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | <p>\$0</p> |
| Timeline | Person Responsible | | | | | | | | |
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3: Achievement Gap

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

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | | Funding | | | | |
|---|--|---|--|--|--------------------------|--|--------------------------|--|--|-----|
| Objective 1 Collaborate to increase the proficiency scores for all students in the Economically Disadvantaged gap group for Boston Elementary in Reading from 58% in 2023 to 63% in 2024. | KCWP 4: Review, Analyze, and Apply Data | Analyze data from KSA (Kentucky Summative Assessments), IOWA, MAP, STAR, common assessments, and classroom assessments by gap groups to adapt/modify instructional practices. | School Report Card; Pearson Reports; district and school level reports | <table border="1"> <thead> <tr> <th data-bbox="1763 561 1884 586">Timeline</th> <th data-bbox="1884 561 2276 586">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1763 586 1884 727">August 2023 to June 2024</td> <td data-bbox="1884 586 2276 727"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | | \$0 |
| | | Timeline | Person Responsible | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | | | | | | | | | |
| Identify non-academic obstacles such as attendance, behavior, socio-economic status, and homelessness to develop strategies to address those barriers to student achievement through collaboration with our Family Resource Center (FRC), Full Service Community Schools Coordinator, community partners (Cumberland River Comprehensive Care, Whitley County Extension (4-H), and the University of the Cumberland, etc. | IC reports; Class DoJo reports, Review 360 reports | <table border="1"> <thead> <tr> <th data-bbox="1763 727 1884 751">Timeline</th> <th data-bbox="1884 727 2276 751">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1763 751 1884 1021">August 2023 to June 2024</td> <td data-bbox="1884 751 2276 1021"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director • McKinney Vento Homeless Liaison • Director of Pupil Personnel </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director • McKinney Vento Homeless Liaison • Director of Pupil Personnel | | \$0 | | |
| Timeline | Person Responsible | | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director • McKinney Vento Homeless Liaison • Director of Pupil Personnel | | | | | | | | | |
| | KCWP 5: Design, Align, and Deliver Support | Collaborate and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, and activities based on the needs of the students and teachers. Utilize supports & strategies obtained from our partner programs: Save The Children (STC), 21st Century CCLC, Elgin, Kagan, SESC and GRREC. | PLC agendas/minutes; Instructional coaches schedules STC staff; STC, 21st Century, Elgin | <table border="1"> <thead> <tr> <th data-bbox="1763 1021 1884 1045">Timeline</th> <th data-bbox="1884 1021 2276 1045">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1763 1045 1884 1248">August 2023 to June 2024</td> <td data-bbox="1884 1045 2276 1248"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | \$0 |
| | | Timeline | Person Responsible | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | | |
| Provide reading intervention services in small groups (focused instructional groups), individually, or in collaboration with all students K-6. Tier 2 students will be serviced through more intense services provided by reading intervention specialists and more intentional instruction during Instructional Focus Groups. Tier 3 students will be serviced with one-to-one interventions. | RTA schedule; IDEA reports; STAR reports; AR reports; MAP reports | <table border="1"> <thead> <tr> <th data-bbox="1763 1248 1884 1273">Timeline</th> <th data-bbox="1884 1248 2276 1273">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1763 1273 1884 1554">August 2023 to June 2024</td> <td data-bbox="1884 1273 2276 1554"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | \$0 | | |
| Timeline | Person Responsible | | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | | |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
|---|---|---|---|---|--------------------|--------------------------|--|--|-----|
| Objective 2 Collaborate to increase the proficiency scores for all students in the Economically Disadvantaged gap group for Boston Elementary in Math from 52% in 2023 to 57% in 2024 | KCWP 4: Review, Analyze, and Apply Data | Analyze data from KSA (Kentucky Summative Assessments), IOWA, MAP, STAR, common assessments, and classroom assessments by gap groups to adapt/modify instructional practices. | School Report Card; Pearson Reports; district and school level reports | <table border="1"> <thead> <tr> <th data-bbox="1757 245 1897 272">Timeline</th> <th data-bbox="1897 245 2279 272">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1757 289 1897 396">August 2023 to June 2024</td> <td data-bbox="1897 277 2279 396"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | \$0 |
| | | Timeline | Person Responsible | | | | | | |
| | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | | | | | | | |
| | Identify non-academic obstacles such as attendance, behavior, socio-economic status, and homelessness to develop strategies to address those barriers to student achievement through collaboration with our Family Resource Center (FRC), Full Service Community Schools Coordinator, community partners (Cumberland River Comprehensive Care, Whitley County Extension (4-H), and the University of the Cumberland, etc. | IC reports; Class DoJo reports, Review 360 reports | <table border="1"> <thead> <tr> <th data-bbox="1757 472 1897 500">Timeline</th> <th data-bbox="1897 472 2279 500">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1757 560 1897 667">August 2023 to June 2024</td> <td data-bbox="1897 505 2279 704"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director • McKinney Vento Homeless Liaison • Director of Pupil Personnel </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director • McKinney Vento Homeless Liaison • Director of Pupil Personnel | \$0 | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director • McKinney Vento Homeless Liaison • Director of Pupil Personnel | | | | | | | | |
| KCWP 4: Design, Align, and Deliver Support | Provide math intervention services in small groups (focused instructional groups), individually, or in collaborations with all students K-6. Tier 2 students will be serviced through more intense services provided by math interventionists. Tier 3 students will be serviced with one-to-one interventions. | PD sign in sheets; PLC agenda/minutes | <table border="1"> <thead> <tr> <th data-bbox="1757 769 1897 797">Timeline</th> <th data-bbox="1897 769 2279 797">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1757 813 1897 920">August 2023 to June 2024</td> <td data-bbox="1897 802 2279 920"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | \$0 | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | | | | | | | | |
| | Coordinate and provide resources for the school’s Multi-Tiered Systems of Support (MTSS) needs to address academic and behavioral needs of our students. Maintain a system of progress monitoring, lesson plans, walkthroughs, common assessments, and professional learning community agendas. Incorporate lessons with a focus on the 8 mathematical practices. | lesson plans; walkthrough documentation; student data; PLC agendas/minutes | <table border="1"> <thead> <tr> <th data-bbox="1757 992 1897 1019">Timeline</th> <th data-bbox="1897 992 2279 1019">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1757 1036 1897 1143">August 2023 to June 2024</td> <td data-bbox="1897 1024 2279 1143"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | \$0 | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Special Education Director | | | | | | | | |
| | Support math through collaboration with Save the Children, 21st Century CCLC, & Elgin. Utilize the resources shared through STC, 21st Century CCLC, & Elgin to enhance student learning and student achievement. Also, through the STC & 21st Century programs provide parent engagement activities to support student achievement and home-school relationships. | Parent meeting sign in sheets; STC portal; site visits; STC & Rural Accelerator meetings and conference calls; 21st Century CCLC resources | <table border="1"> <thead> <tr> <th data-bbox="1757 1268 1897 1295">Timeline</th> <th data-bbox="1897 1268 2279 1295">Person Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="1757 1300 1897 1424">August 2023 to June 2024</td> <td data-bbox="1897 1300 2279 1424"> <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | \$0 | |
| Timeline | Person Responsible | | | | | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> • Principal • Teachers • Deputy Superintendent • Instructional Coaches | | | | | | | | |

4: English Learner Progress -- NA

| Goal 4 (State your English Learner goal.): | | | | | |
|--|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): Increase our 2023 Quality of School Climate status of 82.8% to 85% and our Quality of Safety status of 76.7% to 80% in 2026. | | | | | | | | | |
|--|--|---|---|---|---|--------------------|--------------------------|--|-----|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | | | | |
| Objective 1 Increase our 2023 Quality of School Climate status of 82.8% to 84% in 2024. | KCWP 5: Design, Align, and Deliver Support | Eagle Pride Initiative and Eagle Pride Student Pledge | Student surveys; results; schedules; Google Classroom | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches WCBOE support programs </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches WCBOE support programs | \$0 |
| | | Timeline | | | Person Responsible | | | | |
| | | August 2023 to June 2024 | | | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches WCBOE support programs | | | | |
| Celebrate student achievement through Eagle Pride, Eagle of the Month, and Most Improved Eagle recognitions. | \$0 | | | | | | | | |
| Eagle Pride Google Classroom to monitor student voice to address any issues or concerns. | \$0 | | | | | | | | |
| Objective 2 Increase our 2023 Quality of Safety status of 76.7% to 78% in 2024. | KCWP 5: Design, Align, and Deliver Support | Monitor school safety through student surveys throughout the school year. | Student surveys; results; schedules; Google Classroom | <table border="1"> <thead> <tr> <th>Timeline</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>August 2023 to June 2024</td> <td> <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches, WCBOE support programs </td> </tr> </tbody> </table> | Timeline | Person Responsible | August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches, WCBOE support programs | \$0 |
| | | Timeline | | | Person Responsible | | | | |
| August 2023 to June 2024 | <ul style="list-style-type: none"> Principal Teachers Deputy Superintendent Instructional Coaches, WCBOE support programs | | | | | | | | |
| Eagle Pride Google Forms to collect and monitor student voice on issues and concerns. | | | | | | | | | |

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 | | | | | |
| | | | | | |
| | | | | | |
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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 | | | | | |
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| Objective 2 | | | | | |
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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:

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| Components of Turnaround Leadership Development and Support: |
| <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?</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> |
| Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students |
| <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.</p> <p>Response:</p> |
| Targeted Subgroups and Evidence-Based Interventions: |
| <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?</p> <p>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"/> |
| | | <input 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:

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| 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.

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