



2023-2024 Phase One: Executive Summary for
Schools_09172023_14:46

2023-2024 Phase One: Executive Summary for Schools

North Washington Elementary School

Alicia Kelly

5658 Highway 433

Willisburg, Kentucky, 40078

United States of America

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Description of the School

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

North Washington Elementary School is located in Willisburg, Kentucky. The school was established in 1999, through a consolidation process of two smaller K-8 schools. North Washington continues to be a Kindergarten-8th Grade school, in addition to housing thriving preschool and childcare programs. Current enrollment is 516 students in kindergarten through 8th grade, with 64.6% of students receiving free/reduced lunch. We have a strong Family Resource Center within our school that provides a great resource for our families. We are also happy to provide full-time guidance counselor services, two full-time mental and social healthcare providers through a partnership with Communicare and Healthy Kids Clinic, as well as a full-time nurse on staff provided through a partnership with the Healthy Kids Clinic. Our student body is 3% Hispanic, 92% white, 3% two or more races, 1% African American, and 1% other. Our student to teacher ratio is 14:1. Our student to technology ratio has expanded greatly this year with students in grades 4-8 being one-to-one with individually assigned chrome books. 10.3% of our teachers have a Bachelor's degree, 69% hold a Master's degree, 51.7% a Rank I certification, and 20.7% hold a Specialist degree. The average years of experience for our teachers is 15.28. We have four teachers who are National Board Certified teachers. Our teacher turnover rate is 17.5%; most of which is result from retirements or other opportunities.

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 have various opportunities to be involved and engage in the improvement planning process. SBDM meetings are held monthly at school and advertised for anyone that would like to attend. Every month the agenda includes reviewing a component of our CSIP to monitor progress and plan for continued improvement. Our Family Engagement Committee meets monthly and has two parent representatives with all welcome to attend. Our focus at these meetings are how to increase family engagement in our school beyond attending school events. We want to provide information to families so they can support learning at home while also providing opportunities to connect with teachers and staff as well. This past year, our district invited all stakeholders from all schools in the district to be a part of our L3 committee. The L3 committee is working together to evaluate our current assessment and accountability system and determine where we need to focus improvement. The committee will work heavily in bringing voice of our shareholders into the room. Once we determine what our greatest need is, we will

work together to co-create a solution that builds upon our continuous improvement of Washington County Schools.

School's Purpose

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

Our school mission statement: Working as a team, North Washington Elementary School students, staff, and parents strive to provide a safe and positive learning environment for all students. We believe all students can learn and that having high expectations will enable them to become independent, contributing members of a global society.

Our school vision: STARS of Excellence: Commanding Excellence for All through Reaching for the STARS: Show a Positive Attitude, Try Your Best, Always Cooperate, Respect Yourself and Others, Set Goals

Our Belief Statements: The North Washington Family believes everyone has talents and abilities that are purposefully given to support and enhance the learning of each individual. To develop these talents and abilities, we believe:

Our Students: Must trust in all members of the learning community, as they are essential to their success, Must believe in their own unique possibilities, Must feel safe asking for help, Must be willing to take risks and be problem-solvers, Must be inspired to achieve at a level of personal best behaviorally and academically, Must take ownership in their learning and be respectful of learners around them.

Our Staff Believes: Every child is worth the work, Every child has value, Every child should be loved first and taught second, We teach the whole child through guiding, encouraging, facilitating, and celebrating their growth, Every child can learn with proper supports and differentiated approaches, Professional growth fosters our ability to meet the needs of each student, We model high expectations for our work, our relationships, and our conduct, We value personal responsibility and mutual respect.

Parents/Guardians Believe: We must provide opportunities to ensure the success of our students, We must have the means to learn the increased demands of everyday life and help our children become contributing and successful members of our community, We must accept the support in educating ourselves as to what our kids need moving forward to be college and career ready, We must support the school family in encouraging high academic and social expectations our children, We must accept opportunities for involvement in and out of school to support our children through their education.

The Community Believes: The school is a centerpiece of the community, Collaboration with the school will ensure success of all members of the North Washington family, We are equally important to the success of all members of the

North Washington family, Our resources must be readily and easily available to all family members so that basic needs are met, We add relevancy to school work through real life connections.

At North Washington, we believe in collaborating to model healthy relationships, high expectations for all, and respectful problem solving to ensure every student is a successful community member capable of accepting and meeting the challenges of 21st Century life.

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.

* Implementation of solid intervention support, including 2 part-time interventionists with scheduled blocks of intervention in the areas of math and reading at all grade levels. * Implementation of a system of supports for a successful co-teaching classrooms in reading and math. *Implementation of HQIR for reading and math. * Growing extra- and cocurricular opportunities for students, including athletics, Academic Team, STLP *Recruiting and retaining highly qualified teachers and staff. *Implementation of Daytime and Afterschool ESS * Thriving Parent Teacher Organization * Implementation of volunteer trainings and increased opportunities * 4 National Board Certified Teachers *Emphasis on mental health with related arts rotation added through collaboration with Communicare as well as implementation of an RTI program, Satchel Pulse, for SEL. *Additional school based therapist added to our school through collaboration with Healthy Kids Clinic *Implementation of a family engagement committee and recipient of Family Friendly Certification two years in a row.

Additional Information

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

North Washington stakeholders are highly committed to continuous improvement of our school and strive to be ethical in all decisions we make. Our goals will continue to be anchored by the desire to provide the very best educational experiences for each individual student.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: Continuous Improvement Diagnostic for
Schools_09172023_14:44

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

North Washington Elementary School

Alicia Kelly

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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.

Alicia Kelly, September 17, 2023



2023-2024 Phase One: School Safety Report_09262023_19:44

2023-2024 Phase One: School Safety Report

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2023-2024 Phase One: School Safety Report

School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes, August 14, 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 24, 2023

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

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

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

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

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Staff participated in a school planning day on August 21, 2023. On this day, teachers worked in grade level teams to review assessment data which included individual student KSA data, iReady data, and kindergarten screening data to appropriately plan for their 23-24 school year. This work will continue in bi-weekly PLC meetings. Staff also met on October 23, 2023 to review 22-23 KSA school data and identify areas of strength and areas of concern. With this knowledge, staff worked in grade level teams to analyze the key core work processes and determine evidence of practices. Data is reviewed and priorities for the year are discussed at SBDM meetings. Stakeholder feedback is gathered through surveys published for community-wide input. Additionally, our family engagement committee analyzes survey data to create and implement action plans to improve family engagement.

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?

One activity that was successful last year was our LETRS training for a team of teachers. This activity improved teachers' knowledge of how students learn to read and also the high yield strategies that should be implemented to improve reading. As we plan for this year, we have a team of teachers completing year 2 of LETRS and a new team starting year 1 to expand how many teachers are being thoroughly equipped with this knowledge. Additionally, the school principal will participate in LETRS training for administrators this year to also gain that knowledge to be able to make instructional decisions that are best for our reading program.

Last year, teachers had an aligned curriculum school wide for math and by grade bands (K-2 and 3-8) for reading. Professional development was provided for the newly adopted math curriculum, iReady Classroom Math, and all teachers K-8 implemented the new curriculum. This was our 2nd year with aligned reading curriculum. An aligned curriculum also provides alignment to the strategies and routines being used. Our next step will be to align pacing guides and unit assessments district wide for all content areas.

Consistent monthly PLC meetings to provide professional learning for deeper learning strategies was a great success last year. This was a dedicated time for teachers to learn the deeper learning strategies and see models/examples for implementation. Additionally, instructional coaches modeled the strategies in classrooms and co-planned with teachers to implement the strategies into lessons. This year, our focus will be on training new teachers on these strategies with the support of our school building's deeper learning team.

SDI focus in the co-teach classroom will continue to be an activity we use to support our special education population. The district is strongly supporting school with this work and has provided professional learning opportunities on the topic for all teachers. This year, the focus will be on the specific co-teach model of station teaching and how to effectively use station teaching with a co-teacher to meet the various needs of all students.

The SEL diagnostic tool, Satchel Pulse, was implemented and given three times last year. The data was helpful to identify students needing intervention and to also determine student growth over the year. This year, we will continue to utilize this tool, but will only give the assessment twice a year (beginning and end of the year) as we did not typically see a major shift in data when giving the assessment mid-year and to be cautious of over-assessing students.

Our family engagement committee met monthly last year to create action plans for improvement specifically with family engagement. We will continue this committee's work this year with a focus on obtaining gold level family friendly certification this year.

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.

The number of behavior referrals that resulted in out of school suspension, detention, or Saturday school increased from 126 in 2021-2022 to 168 in 2022-2023 with 86% of referrals being for males in 2022-2023. There was a slight decrease in the percentage of economically disadvantaged students from 65.3% 2021-2022 to 63.2% in 2022-2023. According to the IMPACT survey, there was an increase of 8% in staff-leadership relationships as well as feedback and coaching from 2020 to 2022. However, there was a 6% decrease in faculty perception of readiness to educate all students. The IMPACT survey will be given this year, 2023, so we can gain additional feedback.

Elementary Reading P/D did not increase or decrease any from 21-22 to 22-23. Elementary Reading novice saw a reduction of 5% from 21-22 to 22-23 . Elementary Math P/D decreased 2% 21-22 to 22-23. Elementary Math novice decreased 2% from 21-22 to 22-23. Elementary Science P/D decreased 1% from 21-22 to 22-23. Novice in elementary school science increased 7% from 21-22 to 22-23. Elementary Writing P/D increased 2% 21-22 to 22-23. Novice in elementary writing decreased 9% from 21-22 to 22-23. Elementary Social Studies P/D increased 6% from 21-22 to 22-3. Novice in elementary social studies decreased 5% from 21-22 to 22-23.

Middle School Reading P/D did not see an increase or decrease from 21-22 to 22-23. Middle School Reading novice saw an increase of 2% from 21-22 to 22-23. Middle School Math P/D increased 6% from 21-22 to 22-23. Middle School Math novice decreased 3% from 21-22 to 22-23. Middle School Science P/D decreased 31% from 21-22 to 22-23. Novice in middle school science saw an increase of 21% from 21-22 to 22-23. Middle School Writing P/D saw an increase of 13% from 21-22 to 22-23. Novice in middle school writing increased 1% from 21-22 to 22-23. Middle School Social Studies P/D decreased 3% from 21-22 to 22-3. Novice in middle school social studies increased 6% from 21-22 to 22-23.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on

Kentucky Summative Assessment (KSA) in reading.

- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Elementary Overall 62.4 (Yellow/Medium) Elementary Reading/Math 59.8 (Green/High) Elementary Science/SS/Writing 64.2 (Green/High) Elementary School Climate/Culture 77.9 (Green/High)

Middle School Overall 68.0 (Green/High) Middle School Reading/Math 83.7 (Blue/Very High) Middle School Science/SS/Writing 51.5 (Orange/Low) Middle School School Climate/Culture 72.4 (Green/High)

2022-2023 Brigance results indicate that 33% of kindergarten students are reading to start school while 66% of kindergarten students are ready with intervention support.

According to iReady results for the beginning of the 2023-2024 school year, 68% of students are Tier 1, 16% Tier 2, and 15% Tier 3 for reading. 4th and 8th grade has the lowest percentage of students on Tier 1 for reading at 54% as well as 3rd and 5th grade at 55%. For math, 71% of students are Tier 1, 19% Tier 2, and 10% Tier 3. 4th grade has the lowest percentage of students on Tier 1 for math at 50% as well as 8th grade at 59% for Tier 1.

Non-Academic current State: Based on the 2021-2022 school report card, North Washington had 585 students enroll throughout the year. Out of those students, 378 were economically disadvantaged, 138 students had a disability, 99 gifted and talented, and 31 homeless. There were 7 African American, 3 Asian, 20 Hispanic or Latino, 19 students identifying with two or more races, and 536 white.

There are 36 teachers. 31 females and 5 males. Our ratio of students to teachers is 14:01. 89.7% of teachers hold a Master's degree or higher. School climate, managing student behavior, and school leadership are all favorable based on teacher survey data results. 88.9% of teachers are have more than 3 years experience and the school average is 15.28 years of experience.

There were 168 behavior referrals that resulted in out of school suspension, detention, or Saturday school in 2022-2023 with 86% of referrals being males.

Based on Satchel Pulse, our social emotional screener, 21.9% of students are Tier 2 and 7.9% Tier 3 for the fall 2022-2023 and need interventions.

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.

Elementary saw an increase in novice in the area of science (7%). Middle school saw an increase in novice in reading (2%), writing (1%), science (21%), and social studies (6%). Elementary reading P/D was 41%, math P/D 32%, writing 36%, science 30%, and social studies 51%. Middle school reading P/D was 60%, math 66%, writing 61%, science 9%, and social studies 48%.

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.

Elementary content areas of reading, writing, and social studies did not decrease in percent P/D from 21-22 to 22-23. Elementary social studies so the most gain in P/D with an increase of 6%. Middle school content areas of reading, math, and writing did not have a decrease in the percent P/D from 21-22 to 22-23. Middle school writing increased the most with 13% more scoring P/D.

Elementary novice decreased in reading by 5%, math by 2%, writing by 9%, and social studies by 5%. Middle school novice decreased in math by 3%.

According to our fall 2023-2024 iReady diagnostic scores, 68% of students are on level for the beginning of the year in reading and 71% are on level for the beginning of the year 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

 Key Elements NWES 23-24


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

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

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

KCWP 3: Design and Deliver Assessment Literacy- We will ensure we have a balanced assessment system that is aligned to the standards. Teachers will be given opportunities to learn about various assessment types and how to determine which is best to evaluate student learning. Additionally, we need to shift from weekly formative assessments to daily formative assessments to ensure student learning is being measured daily and instruction is being adjusted as needed based on the assessment data. Parallel partners will continue to collaborate to create common summative assessments that the district leadership team will analyze for standard alignment and appropriate rigor.

Attachment Summary

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



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2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement
Plan_10292023_17:52

2023-2024 Phase Three: Comprehensive School Improvement Plan

North Washington Elementary School

Alicia Kelly

5658 Highway 433

Willisburg, Kentucky, 40078

United States of America

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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

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

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

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

Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

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

ATTACHMENTS

Attachment Name



Phase 3 CSIP 23-24

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

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

Our middle school writing objective was modified because we surpassed the 5-year projection goal. Therefore, a new 5-year goal was created which changed the one-year objective.

New strategies include data tracking which involves collecting and analyzing formative and summative data, parent engagement meetings targeted to improve attendance for truant/chronically absent students, K-3 literacy plans focused on increasing student achievement in reading, and a student-initiated tool called Patriot Pride which is used for students to request help or report concerns.

Some strategies will be modified to address current needs. LETRS training will be modified to include all K-5 reading teachers instead of only a team of teachers. Deeper Learning will be modified to train new teachers instead of all teachers, but all teachers will continue to be supported through peer observations/feedback. CKEC Math Transformation Zone strategies will shift from primarily KMIT observations and feedback to coaching planning sessions with CKEC staff support and classroom observations as follow up.

All other strategies will be maintained.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Phase 3 CSIP 23-24		.

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.

Increased percentages for students scoring novice in the areas of elementary science and middle school reading, writing, science, and social studies with the most significant increase being novice in middle school science increasing 21%. The percentage of students scoring proficient or distinguished for any elementary content area is 51% or less with science being the lowest at 30%. The percentage of students scoring proficient or distinguished for any middle school content area is 66% or less with science being the lowest at 9%.

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

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

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elementary- Medium Middle- Very High	Elementary- Increased Middle- Increased
State Assessment Results in science, social studies and writing	Elementary- Medium Middle- Medium	Elementary- Increased Middle- Declined Significantly
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Elementary- Medium Middle- High	Elementary- Increased Middle- Increased
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from **41.0%** in 2022 to **71.5%** in 2027 AND in **Elementary Math** from **34.0%** in 2022 to **60.7%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from **60.0%** in 2022 to **74.9%** in 2027 AND in **Middle Math** from **61.0%** in 2022 to **79.3%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1</u> By spring of 2024, NWES will increase the percentage of students scoring proficient/distinguished in Elementary Reading from 41.0% in 2023 to 66.1% and Middle Reading from 60.0% in 2023 to 70.2% based on the KSA/Alternate KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Deeper Learning: All teachers received training on deeper learning strategies last year. This year, teacher leaders on the deeper learning district team will receive additional training and model strategies for teachers through peer observations. These teacher leaders will be specifically assigned to new teachers that did not receive initial deeper learning training.</p>	<p>Agendas, Sign-in Sheets, professional learning certificates, classroom observations</p>	<p>Analysis of observation data and assessment data to determine impact of deeper learning strategies as it relates to student achievement.</p>	<p>Title I District Funded</p>
<p><u>Objective 2</u> By spring of 2024, NWES will increase the percentage of students scoring proficient/distinguished in Elementary Math from 33.0% in 2023 to 53.4% and Middle Math from 66.0% in 2023 to 75.4% based on the KSA/Alternate KSA.</p>		<p>Data Tracking: Teachers will collect formative data weekly and record on their intentional plans which also states their standard and learning target for that assessment. Teachers will describe next steps based on student performance. Teachers will collect summative data including iReady diagnostic scores and summative assessment data and will use this data tracker to also measure student growth and provide a class data overview.</p>	<p>Student Assessment Data, intentional plans, summative data tracker</p>	<p>Analysis of student data to determine performance growth, need for intervention or enrichment, and additional next steps.</p>	<p>Title I</p>

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from **41.0%** in 2022 to **71.5%** in 2027 AND in **Elementary Math** from **34.0%** in 2022 to **60.7%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from **60.0%** in 2022 to **74.9%** in 2027 AND in **Middle Math** from **61.0%** in 2022 to **79.3%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		LETRS (Language Essentials for Teachers of Reading and Spelling)- K-5 reading teachers will have a 2-year commitment with LETRS training. This provides professional learning on the science of reading with strategies that can be implemented into their classrooms. Our team will share their learning in PLC meetings and help guide implementation of strategies school wide.	Professional Learning certificates, agendas, classroom observations	Analysis of observation data and iReady reading assessment data specifically in the area of phonics to determine impact of LETRS training as it relates to student achievement.	Title I District Funded
		Intentional placement of additional certified teachers and paraprofessionals to reduce the ratio of staff to students within classrooms.	Student assessment data (iReady, state, summative/formative)	Analysis of assessment data to determine the impact of class reduction on student achievement.	Title I Approx. \$100,000
		Professional learning for teachers and administrators aligned to PGP and/or CSIP.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded
		Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing,	Classroom observations, lesson snapshots, teacher surveys	Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.	Title I Approx. \$8,000

Goal 1 (State your reading and math goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Reading** from **41.0%** in 2022 to **71.5%** in 2027 AND in **Elementary Math** from **34.0%** in 2022 to **60.7%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Reading** from **60.0%** in 2022 to **74.9%** in 2027 AND in **Middle Math** from **61.0%** in 2022 to **79.3%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Foundations, Savaas, iReady, online subscriptions, etc.)			
		K-3 Literacy Plans: Using state provided cut scores, after each iReady diagnostic assessment, we will determine which students in grades K-3 need a literacy plan and as an RTI team we will write specific goals based on their areas of need. Instruction will be provided and data will be collected to monitor progress by classroom teacher, interventionists, and/or other staff.	Student assessment data including iReady diagnostic data and progress monitoring based on literacy plan, RTI team meeting notes/agenda	Analysis of assessment data to determine the impact of literacy plans.	Title I
		CKEC Math Transformation Zone-CKEC staff will join co-teach teams for co-planning sessions to model/provide feedback specifically in math for grades 4-8. School Administrators will continue walkthroughs in the math classrooms to provide feedback.	Agendas, sign-in sheets, intentional plans with co-teach SDI included, classroom observation data	Analysis of classroom observation data to determine areas of strength and areas of improvement as related to math instruction, feedback from CKEC on co-planning sessions and any need for professional learning.	District Funded

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

Goal 2 (State your science, social studies, and writing goal.):					
<ul style="list-style-type: none"> By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in Elementary Science from 31.0% in 2022 to 57.4% in 2027 AND in Elementary Social Studies from 45.0% in 2022 to 65.2% in 2027 AND in Elementary Combined Writing from 23.0% in 2022 to 70.5% in 2027 based on the KSA/Alternate KSA. By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in Middle Science from 40.0% in 2022 to 48.7% in 2027 AND in Middle Social Studies from 51.0% in 2022 to 72.7% in 2027 AND in Middle Combined Writing from 48.0% in 2022 to 74.0% in 2027 based on the KSA/Alternate KSA. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> By spring of 2024, NWES will increase the percentage of students scoring proficient/distinguished in Elementary Science from 30.0% in 2023 to 49.4% and Middle Science from 9.0% in 2023 to 39.0% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data	Deeper Learning: All teachers received training on deeper learning strategies last year. This year, teacher leaders on the deeper learning district team will receive additional training and model strategies for teachers through peer observations. These teacher leaders will be specifically assigned to new teachers that did not receive initial deeper learning training.	Agendas, Sign-in Sheets, professional learning certificates, classroom observations	Analysis of observation data and assessment data to determine impact of deeper learning strategies as it relates to student achievement.	Title I District Funded
<u>Objective 2</u> By spring of 2024, NWES will increase the percentage of students scoring proficient/distinguished in Elementary Social Studies from 51.0% in 2023 to 58.7% and Middle Social Studies from 47.0% in 2023 to 67.6% based on the KSA/Alternate KSA.		Data Tracking: Teachers will collect formative data weekly and record on their intentional plans which also states their standard and learning target for that assessment. Teachers will describe next steps based on student performance. Teachers will collect summative data including iReady diagnostic scores and summative assessment data and will use this data tracker to also measure student growth and provide a class data overview.	Student Assessment Data, intentional plans, summative data tracker	Analysis of student data to determine performance growth, need for intervention or enrichment, and additional next steps.	Title I

Goal 2 (State your science, social studies, and writing goal.):

- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Elementary Science** from **31.0%** in 2022 to **57.4%** in 2027 AND in **Elementary Social Studies** from **45.0%** in 2022 to **65.2%** in 2027 AND in **Elementary Combined Writing** from **23.0%** in 2022 to **70.5%** in 2027 based on the KSA/Alternate KSA.
- By spring of 2027, NWES will increase the percentage of students scoring proficient/distinguished in **Middle Science** from **40.0%** in 2022 to **48.7%** in 2027 AND in **Middle Social Studies** from **51.0%** in 2022 to **72.7%** in 2027 AND in **Middle Combined Writing** from **48.0%** in 2022 to **74.0%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 3</u> By spring of 2024, NWES will increase the percentage of students scoring proficient/distinguished in Elementary Combined Writing from 32.0% in 2023 to 64.9% and Middle Combined Writing from 63.0% in 2023 to 68.8% based on the KSA/Alternate KSA.</p>		<p>Intentional placement of additional certified teachers and paraprofessionals to reduce the ratio of staff to students within classrooms.</p>	<p>Student assessment data (iReady, state, summative/formative)</p>	<p>Analysis of assessment data to determine the impact of class reduction on student achievement.</p>	<p>Title I Approx. \$100,000</p>
		<p>Professional learning for teachers and administrators aligned to PGP and/or CSIP.</p>	<p>Observations, lesson snapshots, surveys</p>	<p>Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing, Foundations, Savaas, iReady, online subscriptions, etc.)</p>	<p>Classroom observations, lesson snapshots, teacher surveys</p>	<p>Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.</p>	<p>Title I Approx. \$8,000</p>

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> By spring of 2024, NWES will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Elementary Reading from 12.0% in 2023 to 46.0% and Middle Reading from 21.0% in 2023 to 33.9% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver Instruction	SDI- Special education teachers are focusing on SDI in the co-teach setting. Teacher leaders from the district will receive additional training through CKEC to share with their school teams. An SDI observation feedback tool will be utilized by district staff to observe, give feedback, and share resources/strategies.	Professional learning certificates, classroom observation data, lesson snapshots, assessment data	Analysis of observation data, lesson snapshots, and assessment data to determine impact of SDI professional learning and strategies as it relates to student achievement.	District Funded
		Professional learning for teachers and administrators aligned to PGP and/or CSIP.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded
		Teachers will be provided supplemental resources and programs to support teaching and learning within the classroom (for example, teacher supplies, printing, supplemental books, online subscriptions, etc.)	Classroom observations, lesson snapshots, teacher surveys	Analysis of classroom observations, lesson snapshots, and teacher surveys to determine implementation of resources in relation to student achievement.	Title I District Funded
<u>Objective 2</u> By spring of 2024, NWES will increase the percentage of economically disadvantaged	KCWP 2: Design and Deliver Instruction	Attendance Meetings: Parent engagement meetings (PEM) will be held for students at risk of truancy or those who are chronically absent	Meeting Notes/Agendas, IC attendance reports	Analysis of attendance reports to determine impact of parent engagement meetings as it relates to	Title I District Funded

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>students scoring proficient/distinguished in Elementary Reading from 25.0% in 2023 to 61.9% and Middle Reading from 58.0% in 2023 to 69.2% based on the KSA/Alternate KSA.</p>	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>in collaboration with community action.</p>		<p>student attendance which impacts student achievement.</p>	
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Professional learning for teachers and administrators aligned to PGP and/or CSIP.</p>	<p>Observations, lesson snapshots, surveys</p>	<p>Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.</p>	<p>Title I District Funded</p>
		<p>K-3 Literacy Plans: Using state provided cut scores, after each iReady diagnostic assessment, we will determine which students in grades K-3 need a literacy plan and as an RTI team we will write specific goals based on their areas of need. Instruction will be provided and data will be collected to monitor progress by classroom teacher, interventionists, and/or other staff.</p>	<p>Student assessment data including iReady diagnostic data and progress monitoring based on literacy plan, RTI team meeting notes/agenda</p>	<p>Analysis of assessment data to determine the impact of literacy plans.</p>	<p>Title I</p>
		<p>LETRS (Language Essentials for Teachers of Reading and Spelling)- K-5 reading teachers will have a 2-year commitment with LETRS training. This provides professional learning on the science of reading with strategies that can be implemented into their classrooms. Our team will share their learning in PLC meetings and help guide implementation of strategies school wide.</p>	<p>Professional Learning certificates, agendas, classroom observations</p>	<p>Analysis of observation data and iReady reading assessment data specifically in the area of phonics to determine impact of LETRS training as it relates to student achievement.</p>	<p>Title I District Funded</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): By spring of 2027, North Washington will increase the % of English Learners reaching English Language Proficiency to 50% in 2027 based on the ACCESS/Alternate ACCESS results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> By spring of 2024, North Washington will increase the % of English Learners reaching English Language Proficiency to 20% based on the ACCESS/Alternate ACCESS results.	KCWP 2: Design and Deliver Instruction	Professional learning for teachers and administrators focused on English learners.	Observations, lesson snapshots, surveys	Analysis of observation data, lesson snapshots, survey data to determine impact of professional learning as it relates to student achievement.	Title I District Funded

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.):</p> <ul style="list-style-type: none"> By spring of 2027, NWES will increase the Elementary Climate Index Score from 78.2% in 2022 to 89.1% in 2027 AND Elementary Safety Index Score from 71.9% in 2022 to 85.95% in 2027 based on the results from the Quality of School Climate and Safety Survey. By spring of 2027, NWES will increase the Middle Climate Index Score from 74.4% in 2022 to 87.2% in 2027 AND Middle Safety Index Score from 67.5% in 2022 to 83.75% in 2027 based on the results from the Quality of School Climate and Safety Survey. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1</u> By spring of 2024, NWES will increase the Elementary Climate Index Score from 78.4% in 2023 to 80.4% and Middle Climate Index Score from 74.2% in 2023 to 76.72% based on the results from the Quality of School Climate and Safety Survey.</p> <p><u>Objective 2</u> By spring of 2024, NWES will increase the Elementary Safety Index Score from 74.5% in 2023 to 77.31% and Middle Safety Index Score from 69.2% in 2023 to 72.45% based on the results from the Quality of School Climate and Safety Survey.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>An SEL diagnostic tool, Satchel Pulse, will be completed at least two times a year and analyzed. Instructional resources from Satchel Pulse will be utilized for all students during their CARE class rotation and with Tier 2 and 3 students during group or individual counseling sessions.</p>	<p>Diagnostic data, individual/group instruction schedule, CARE class lesson snapshots</p>	<p>SEL team will analyze diagnostic results and plan next steps of action including grouping students for individual and group instruction based on needs. All students will receive SEL instruction in CARE class with lessons aligned to needs based on Satchel Pulse Data.</p>	<p>Title I District Funded</p>
		<p>Collaboration with FRYSC and Outside agencies such as the health department, Washington County extension office, University of Kentucky, etc. to provide information and lessons to students on vaping, drug prevention, safe schools, bullying prevention, suicide prevention, etc.</p>	<p>Pre/post assessments, student surveys, annual student needs assessment</p>	<p>FRYSC coordinator analyzes pre/post assessments, student surveys, and annual student need assessments to determine quality and effectiveness of various programs and information provided.</p>	<p>FRYSC</p>
		<p>Monthly PBIS Team meetings to analyze behavior and attendance data, support positive behavior school wide, and research ideas/suggestions to improve behavior and attendance.</p>	<p>Agendas, sign in sheets, student surveys, data analysis</p>	<p>PBIS team will analyze behavior and attendance reports and student surveys including the Quality of School Climate and Safety data to make plans for climate and safety improvement.</p>	<p>Title I</p>
		<p>Patriot Pride: 4th-8th grade students have access in their google classroom to a form to request</p>	<p>Completed google forms, documentation of meetings/next steps</p>	<p>Admin team will monitor google forms to determine that student needs/concerns have been addressed</p>	<p>Title I</p>

Goal 5 (State your climate and safety goal.):

- By spring of 2027, **NWES will** increase the **Elementary Climate Index Score** from **78.2%** in 2022 to **89.1%** in 2027 AND **Elementary Safety Index Score** from **71.9%** in 2022 to **85.95%** in 2027 based on the results from the Quality of School Climate and Safety Survey.
- By spring of 2027, **NWES will** increase the **Middle Climate Index Score** from 74.4% in 2022 to **87.2%** in 2027 AND **Middle Safety Index Score** from **67.5%** in 2022 to **83.75%** in 2027 based on the results from the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		help, seek assistance, or report a concern to a staff member of their choice. This provides the opportunity to report bullying, self-harm concerns, vape use, testing anxiety, concerns with a teacher/staff member, etc.	with students that completed Patriot Pride	and will follow up as needed to determine effectiveness of this tool.	

6: Other (Optional)

Goal 8 (State your separate goal.): By spring of 2027, North Washington will increase the standard score by 0.5 (on a scale score of 0-5) in all areas on our parent/family survey which includes knowledge about child’s school, school outreach to families, school climate for family leadership, and culturally responsive climate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, North Washington will increase the standard score by 0.2 (on a scale score of 0-5) in all areas on our parent/family survey which includes knowledge about child’s school, school outreach to families, school climate for family leadership, and culturally responsive climate.	KCWP 2: Design and Deliver Instruction	Family engagement activities to provide families resources and professional learning focused on improving student achievement (for example, family engagement events, learning binders, kindergarten readiness kits, academic supplies, etc.)	Event fliers, videos, sign in sheets, communication with families regarding resources/professional learning	Analysis of family engagement activities to determine impact of resources and professional learning as it relates to student achievement.	Title I Approx. \$3,000 Family Engagement Funds Approx. \$1,700
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze, and Apply Data	Monthly family engagement committee meetings to create school action plan, monitor progress, and receive feedback from stakeholders.	Agendas, sign-in sheets, action plan, feedback surveys	Analysis of action plan progress, committee feedback, and family feedback surveys to determine changes needed to continue improving. The family engagement committee will share a committee update with SBDM monthly.	Title I
		Family engagement activities to provide families resources and professional learning focused on improving student achievement (for example, family engagement events, learning binders, kindergarten readiness kits, academic supplies, etc.)	Event fliers, videos, sign in sheets, communication with families regarding resources/professional learning	Analysis of family engagement activities to determine impact of resources and professional learning as it relates to student achievement.	Title I Approx. \$3,000 Family Engagement Funds Approx. \$1,700