

## Coventry Oak Elementary's Comprehensive School Improvement Plan (CSIP) 2022-25

### State Assessment Results in Reading

- By 2025, *Coventry Oak Elementary* will increase Reading proficient and distinguished level to 56% as measured by KSA. Current level is 45.8%.

### State Assessment Results in Math

- By 2025, *Coventry Oak Elementary* will increase Math proficient and distinguished level to 48% as measured by KSA. Current level is 37.4%.

### State Assessment Results in Science

- By 2025, *Coventry Oak Elementary* will increase Science proficient and distinguished level to 57% as measured by KSA. Current level is 47.5%.

### State Assessment Results in Social Studies

- By 2025, *Coventry Oak Elementary* will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 41%.

### State Assessment Results in Combined Writing

- By 2025, *Coventry Oak Elementary* will increase Combined Writing proficient and distinguished level to 64% as measured by KSA. Current level is 54.4%.

### English Learner Progress

- By 2025, *Coventry Oak Elementary* will increase the English Learner progress index to 56 for .5 levels or higher each year on the ACCESS assessment. Current level index level is 46.9.

### Quality of School Climate and Safety

- By 2025, *Coventry Oak Elementary* will increase the quality of school climate and safety index to 80.2 as measured by KSA. Current level is 70.8 .

**Achievement GAP Goal**

- By 2025, *Coventry Oak Elementary* will **decrease novice with identified achievement gap groups in Reading and Math by 15%; Science, Social Studies, and Combined Writing by 25%** as measured by KSA.

**TSI Goal**

- By 2025, *Coventry Oak Elementary* will increase the disability with IEP index to 44.2 as measured by KSA. The current index is 8.2 as measured by KSA.

**Reading and Math Objectives**

Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Reading to 32%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Reading to 51 %.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Reading to 56%.
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Math to 26%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Math to 43%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Math to 48 %.

**Science, Social Studies, and Combined Writing Objectives**

Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Science to 27%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Science to 52%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Science to 57%.
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Social Studies to 30 %.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Social Studies to 46%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Social Studies to 51%.
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Combined Writing to 26%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Combined Writing to 59%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Combined Writing to 64%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will decrease Novice in Reading to 39. Currently there are 49 Novices.	By 2024, <i>Coventry Oak Elementary</i> will decrease Novice in Reading to 29. Currently there are 39 Novices.	By 2025, <i>Coventry Oak Elementary</i> will decrease Novice in Reading to 19 . Currently there are 29 Novices.
By 2023, <i>Coventry Oak Elementary</i> will decrease Novice in Math to 53. Currently there are 63 Novices.	By 2024, <i>Coventry Oak Elementary</i> will decrease Novice in Math to 43. Currently there are 53 Novices.	By 2025, <i>Coventry Oak Elementary</i> will decrease Novice in Math to 23. Currently there are 33 Novices.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, <i>Coventry Oak Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Coventry Oak Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

TSI Special Education Student Performance Index Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> By 2023, <i>Coventry Oak Elementary</i>	By 2024, <i>Coventry Oak Elementary</i> will increase the TSI index for special education students to 39.2.	By 2025, <i>Coventry Oak Elementary</i> will increase the TSI index for special education students to 44.2.

Targeted Support and Improvement (TSI), Including Additional Targeted Support and Improvement (ATSI) Improvement Plan Addendum

[Special Considerations for TSI](#)

## Year 1 Focus Areas

PLC Focus on Teaching, Learning, and Assessment Literacy				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction :	<p>Develop, implement, and monitor strong effective PLCs using the district PLC Framework. Sustain the system for designing and delivering instruction using high yield instructional strategies in order to ensure that all students are receiving highly effective instruction at appropriate levels of rigor.</p> <p>Administration and support staff will design, align, and deliver support for Science, Social Studies and Writing classroom activities to ensure that resources are aligned to needs in order to make all systems work together for continuous improvement and success. Administration will monitor student data regularly and to ensure a continuous improvement model that monitors what is working</p>	<p><u>Measure:</u> -PLC monitoring -PLC observation -Self assessment</p> <p><u>Monitoring:</u> Leadership team will conduct weekly classroom observations and provide feedback</p>	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	<p>Ensure that standard deconstruction and backwards planning are occurring at an efficient and high level. Grade level classroom teachers will collaborate to refine the planning process for science to ensure they are teaching grade level content, teaching science standards, and using appropriate learning targets. Amplify will be taught with fidelity at all grade levels and unit assessment data will be administered and results will be analyzed to make curricular decisions. PLC minutes will reflect collaboration around</p>	<p><u>Measure:</u> -PLC monitoring -PLC observation -Self assessment</p> <p><u>Monitoring:</u> Leadership team will analyze common assessment data and provide actionable feedback</p>	N/A

		<p>planning for science. Lesson Review will show science standards alignment to instruction. Data Analysis will show an increase in students' mastery of science standards when compared to previous year's data. Grade level classroom teachers will collaborate to refine the planning process for social studies to ensure they are teaching grade level content, teaching social studies standards, and using appropriate learning targets. My World will be taught with fidelity at all grade levels and unit assessment data will be administered and results will be analyzed to make levels and unit assessment data will be administered and results will be analyzed to make curricular decisions.</p>		
<p>Reading, Math, Science, SS, Writing, EL Progress</p>	<p>KCWP 3 - Design and Deliver Assessment Literacy</p>	<p>Develop rigorous grade level common assessments that allow for assessment literacy practice. School administration and grade level teams will use formative and summative evidence to inform what comes next for individual students and groups of students by analyzing data and making a plan for next steps of instruction to ensure that students reach mastery of standards.</p>	<p><u>Measure:</u>          -PLC monitoring          -PLC observation          -Self assessment</p> <p><u>Monitoring:</u>          -Leadership team will analyze common assessment data and provide actionable feedback</p> <p>-Leadership team will provide common planning using ADAM and Galileo</p>	<p>N/A</p>
<p>Reading, Writing, EL Progress</p>	<p>KCWP 2 - Design and Deliver Instruction</p>	<p>High quality Reading and Writing Professional Learning. Formative and summative assessment data will be analyzed bi-weekly and based around unit assessment data within PLCs and instructional team meetings. Administration and support staff will monitor the fidelity of implementation and provide feedback and support as needed.</p>	<p><u>Measure:</u>          -PLC monitoring          -PLC observation          -Self assessment</p> <p><u>Monitoring:</u>          Leadership team will analyze common assessment data and provide actionable</p>	<p>ESSER &amp; School Funds</p>

			feedback	
Reading, Math, Science, SS, Writing, EL Progress	KCWP 4 - Review, Analyze, Apply Data Results	Continue to monitor results and refine data trackers for use of refinement and improvement The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	<u>Measure:</u> -PLC monitoring -PLC observation -Self assessment  <u>Monitoring:</u> -Leadership team will analyze common assessment data and provide actionable feedback  -Leadership team will provide common planning using ADAM and Galileo	N/A
<b><u>Progress Monitoring</u></b>				

<b>MTSS will continue to offer support to students and families</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and supports for academics & behavior, to include both coaching and targeted interventions Administration and support staff will design, align, and deliver support for Science, Social Studies and Writing classroom activities to ensure that resources are aligned to needs in order to make all systems work together for continuous improvement and success. Administration will monitor student data regularly and to ensure a continuous improvement model that monitors what is working	<u>Measure:</u> -MTSS Process Minutes -Fidelity Checks  <u>Monitoring:</u> -Leadership team will review MTSS Process Minutes, Fidelity Checks and provide actionable feedback  -Leadership Team will monitor MTSS Student Tracker, PBIS Reports and	N/A

			provide actionable feedback	
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Design master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible.	<p><u>Measure:</u> -Master &amp; Teacher Schedules to ensure Common Plannings and Co-Teaching</p> <p><u>Monitoring:</u> -Leadership team will review schedules to ensure common planning and provide actionable feedback</p> <p>-Leadership Team will monitor IEPs throughout the building and ensure student plans and accommodations are being followed and implemented</p>	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 6 - Establish Learning Culture & Climate	Design and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families.	<p><u>Measure:</u> -FACE Committee Family surveys</p> <p><u>Monitoring:</u> -Leadership team will review data from the FACE committee Family Surveys and provide actionable feedback</p>	N/A
<p><b><u>Progress Monitoring</u></b></p> <p>The Advisory Council will be meeting on Feb. 2nd to review Winter MAP data and grade level progress in reading and math. We will also talk about service delivery for EL and Intervention to meet current needs. We will also review Tier 1 behavior data for January.</p> <p>The SBDM Council will also review data on the following dates: Jan. 2023</p>				

March 2023  
 May 2023

### Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Special Education Progress (TSI Goal)	KCWP 2 - Design & Deliver Instruction	Implement and continue to monitor use of MTSS Form utilized to initiate support to ensure decisions are data driven. Ensure high quality, data driven instruction is occurring at all 3 tiers of instruction.	<u>Measure:</u> -MTSS Process agendas and Minutes -Fidelity Checks  <u>Monitoring:</u> -Leadership team will analyze MAP, Common Assessment, Formative Assessment Data and provide actionable feedback to teachers	N/A
Reading, Math, Science, SS, Writing, EL Progress, Special Education Progress (TSI Goal)	KCWP 1 - Design & Deploy Standards	Continue to ensure high quality and rigorous instruction is occurring at Tier 1 through intentional planning and implementation of rigorous instruction for all students with classroom teachers collaborating closely with special education and EL teachers.	<u>Measure:</u> -TNTP Rubric -PLC agendas and minutes -Planning documents -PLC observations -Self assessment - Common and formative assessment data  <u>Monitoring:</u> -Leadership team will analyze Common Assessment data and provide	N/A



			<p>actionable feedback to teachers, with intentional focus on special education student data</p> <p>-Leadership team will conduct frequent classroom walkthroughs, providing actionable feedback to all teachers</p>	
<p>Reading, Math, Science, SS, Writing, EL Progress, Special Education Progress (TSI Goal)</p>	<p>KCWP 3 - Design and Deliver Assessment Literacy</p>	<p>Continue to develop and revise rigorous grade level common assessments leaning more on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement.</p>	<p><u>Measure:</u></p> <p>-Common assessment monitoring</p> <p>-PLC observations</p> <p><u>Monitoring:</u></p> <p>-Leadership team will review common planning and provide actionable feedback to teachers</p> <p>-Leadership team will conduct frequent classroom walkthroughs, providing actionable feedback to teachers</p>	<p>N/A</p>
<p>Reading, Writing, EL Progress, Special Education Progress (TSI Goal)</p>	<p>KCWP 2 - Design and Deliver Instruction</p>	<p>Continual building on Reading and Writing professional learning to ensure rigorous instruction appropriate for standards are utilized</p>	<p><u>Measure:</u></p> <p>-Modeling of reading and writing lessons through Cultivate and classroom modeling</p> <p><u>Monitoring:</u></p> <p>-Leadership team will analyze common unit assessments to</p>	<p>School Funds</p>

			ensure reading and writing are included on all common assessments and provide actionable feedback to teachers - Leadership team will conduct frequent classroom walkthroughs, providing actionable feedback to teachers	
Reading, Writing, Math EL Progress, Special Education Progress (TSI Goal)	KCWP 5- Design, Align, Deliver Support Processes	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement by increasing the use of best-practice intervention strategies in classroom small group instruction. (RISE and Math Intervention teachers assist teachers in small group instructional planning)	<u>Measure:</u> - Small group lesson plans -Grade level planning documents  <u>Monitoring:</u> Classroom observations of small group instruction with specific and actionable feedback -Review of lesson plans and planning documents -Monitoring of formative and summative assessment data with an intentional focus on special education students	
Reading, Math, Science, SS, Writing, EL Progress, Special Education Progress (TSI Goal)	KCWP 4 - Review, Analyze, Apply Data Results	Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement	<u>Measure:</u> -Common Unit Assessments -Formative assessment data -PLC minutes and agendas	N/A

			<u>Monitoring:</u> -Leadership team will analyze district common assessments on ADAM (Pearson) Platform -Leadership team will analyze formative assessment data using the formative assessment data tracker with an intentional focus on special education students	
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**Progress Monitoring**

The SBDM Council will also review data on the following dates:  
 Jan. 2023  
 March 2023  
 May 2023

**MTSS Supports, to include FACE**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture, Special Education Progress (TSI Goal)	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and support for academics & behavior, to ensure rigorous Tiered instruction is occurring that will support the student's learning in Tier 1.	<u>Measure:</u> -MTSS Process Minutes -Fidelity Checks  <u>Monitoring:</u> -Leadership team will review MTSS Process Minutes, Fidelity Checks and provide actionable feedback  -Leadership Team will monitor MTSS	N/A

			Student Tracker, PBIS Reports and provide actionable feedback	
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture, Special Education Progress (TSI Goal)	KCWP 5 - Design, Align, Deliver, Support Processes	Implement and monitor master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-Teaching and push-in models will be utilized when applicable to not only support the Tiered instruction but the overall Tier 1 as well.	<p><u>Measure:</u> -Master &amp; Teacher Schedules to ensure Common Plannings and Co-Teaching</p> <p><u>Monitoring:</u> -Leadership team will review schedules to ensure common planning and provide actionable feedback with intentional focus on special education students</p> <p>-Leadership Team will monitor IEPs throughout the building and ensure student plans and accommodations are being followed and implemented</p>	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate, Special Education Progress (TSI Goal)	KCWP 6 - Establish Learning Culture & Climate	<p>Continue to monitor and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families.</p> <p>Parent rep will be invited to participate and will communicate to their stakeholders?</p>	<p><u>Measure:</u> -FACE Committee Family surveys</p> <p><u>Monitoring:</u> -Leadership team will review data from the FACE committee Family Surveys and provide actionable feedback</p>	N/A
<b><u>Progress Monitoring</u></b>				

The SBDM Council will also review data on the following dates:

Jan. 2023

March 2023

May 2023

### **Year 3 Focus Areas**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction	Continue to monitor and revise MTSS processes to ensure high levels of student achievement and growth are occurring at all 3 tiers as evidenced by an appropriate ratio of students at all 3 tiers of instruction- Tier 1, 2 and 3.	<u>Measure:</u> -MTSS Process Minutes -Fidelity Checks  <u>Monitoring:</u> -Leadership team will analyze MAP, Common Assessment, Formative Assessment Data and provide actionable feedback to teachers	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	Continue to monitor and adjust instruction to ensure high quality and rigorous instruction is occurring at Tier 1, 2 and 3.	<u>Measure:</u> -TNTP Rubric -PLC monitoring -PLC observations -Self assessment  <u>Monitoring:</u> -Leadership team will analyze Common Assessment data and provide actionable feedback to teachers	N/A

<p>Reading, Math, Science, SS, Writing, EL Progress</p>	<p>KCWP 3 - Design and Deliver Assessment Literacy</p>	<p>Continue to monitor and revise common assessments to ensure grade level rigor and focus on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement. All classes are performing with at least 80% of their students on proficiency level on all Tier 1 assessments.</p>	<p><u>Measure:</u> -Common assessment monitoring -PLC observation</p> <p><u>Monitoring:</u> -Leadership team will review common planning and provide actionable feedback to teachers</p>	<p>N/A</p>
<p>Reading, Writing, EL Progress</p>	<p>KCWP 2 - Design and Deliver Instruction</p>	<p>Continual building on Reading and Writing professional learning to ensure rigorous instruction appropriate for standards are utilized</p>	<p><u>Measure:</u> -Classroom observations and walkthroughs</p> <p><u>Monitoring:</u> -Leadership team will analyze common unit assessments and provide actionable feedback to teachers ensuring that students are being assessed using reading and writing on all common assessments</p>	<p>ESSER &amp; School Funds</p>
<p>Reading, Math, Science, SS, Writing, EL Progress</p>	<p>KCWP 4 - Review, Analyze, Apply Data Results</p>	<p>Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement</p>	<p><u>Measure:</u> -Common Unit and Formative Assessments</p> <p><u>Monitoring:</u> -Leadership team will analyze district common assessments on ADAM (Pearson) Platform -Leadership will use</p>	<p>N/A</p>

			Formative data assessment trackers to analyze classroom data on a weekly basis	
<b><u>Progress Monitoring</u></b>				

<b>MTSS Supports, to include FACE</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to monitor and improve our MTSS processes and support for academics & behavior. Based on data trackers, it is evident more students are able to return back into Tier 1 instruction rather than staying in Tier 2 or 3.	<u>Measure:</u> -MTSS Process Agendas and Minutes -Fidelity Checks  <u>Monitoring:</u> -Leadership team will review MTSS Process Minutes, Fidelity Checks and provide actionable feedback  -Leadership Team will monitor MTSS Student Tracker, PBIS Reports and provide actionable feedback  - MTSS team will meet with district MTSS liaisons to receive coaching and feedback on the MTSS processes	N/A
Reading, Math, Science, SS,	KCWP 5 - Design,	Continue to refine master schedule to ensure collaboration of interventionists, Special	<u>Measure:</u> -Master & Teacher	N/A

<p>Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture</p>	<p>Align, Deliver, Support Processes</p>	<p>Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-Teaching and push-in models will be utilized when applicable to not only support the Tiered instruction but the overall Tier 1 as well.</p>	<p>Schedules to ensure Common Plannings and Co-Teaching</p> <p><u>Monitoring:</u>          -Leadership team will review schedules to ensure common planning and provide actionable feedback          -Classroom walkthroughs with actionable feedback</p> <p>-Leadership Team will monitor IEPs throughout the building and ensure student plans and accommodations are being followed and implemented</p>	
<p>Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture</p>	<p>KCWP 6 - Establish Learning Culture &amp; Climate</p>	<p>Continue to refine and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families ensuring that all backgrounds are represented. Translators will be invited and utilized as much as possible.</p>	<p><u>Measure:</u>          -FACE Committee Family surveys          -Increased participation in FACE events</p> <p><u>Monitoring:</u>          -Leadership team will review data from the FACE committee Family Surveys and provide actionable feedback</p>	<p>N/A</p>
<p><b>MTSS Supports, to include FACE</b></p>				
<p><b><u>Progress Monitoring</u></b></p> <p>The SBDM Council will review data on the following dates:          Jan. 2024</p>				





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

**Coventry Oak Elementary**  
**Michelle Grant**  
2441 Huntly Place  
Lexington, Kentucky, 40511  
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## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

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

Coventry Oak Elementary opened our doors in fall 2016 in a residential area near the junction of Georgetown and Spurr roads. Our school name blends two important neighborhoods in northwest Lexington – Coventry, a newly established neighborhood, and Oakwood, a historic one. Coventry Oak Elementary school is diverse - socioeconomically, racially, in ethnicity and culture. We love to celebrate our uniqueness, and promote respect and discovery among us all. Our motto is “Challenge minds, create learners, cultivate futures.” Coventry Oak is laying the foundations for a bright future. We have developed a solid mission, vision and creed that establishes our hopes, dreams and promises for the futures of our children. Our innovative staff consists of a leadership team (Principal and 2 Assistant Principals) in collaboration with the Child Guidance Specialist, Positive Behavior Intervention Supports Coach, Family Resource Center Coordinator, 2 Mental Health Specialists and the Social Worker. Beyond our leadership staff we have 28 classroom teachers, 2 preschool teachers, 5 special area teachers, 9 full-time special education teachers (1 MSD), 5 English as a Second Language teachers, 1 reading recovery interventionist, 4 reading/math interventionist, 2 speech language pathologist, an occupational therapist, a school psychologist, a diagnostician, a Special Education Facilitator and a full-time gifted/ talented teacher.

### School Stakeholders

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

As we have developed our role in our community, we have established several community partnerships. Some of those include YMCA, Bethune Institute, Georgetown College, Lexington Police Department, Lexington Fire Department; Matthew Mitchell Foundation, Nerd Squad, Spellbinder, District High School affiliations with GREAT Program, Douglas Peer Tutors, Junior Achievement, and Fifth Third Bank. In addition, our Family Resource Center has established partnerships with God's Pantry, Health First of the Bluegrass (Dental Van), Bluegrass United Christian Church, Circle of Love, Emerald 24, Fayette County Operations Department, Fayette Electric, Sweet Dream Project, Salvation Army, Clothing Center, and more. Coventry also has a FACE Committee and PTA that meet monthly to discuss events and include school stakeholders. Coventry regularly communicates with families through newsletters, emails, phone calls, social media, and Dojo. We also have parent teacher conferences and host Title 1 nights for families that involve our corporate sponsors.

### 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.

Mission statement: Our mission is to challenge minds, create lifelong learners and cultivate kindness through a collaborative community that prepares every child for a successful future. Vision statement: All Coventry Oak Elementary students will be respectful, responsible, prepared, problem solvers at school and within the community. Coventry Oak is continuing to lay the foundations and experiencing great success. Thus far, we have developed a solid mission, vision, and creed that establishes our hopes, dreams, and promises for the futures of the children we serve. We have created and designed instruction that aligns to the Common Core State Standards (CCSS). Our students are now 1:1 in grades K-5 with Chromebook and iPad technology. Inquiry based instruction is not limited to

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just our science lab here at Coventry Oak. We believe that students learn best by experiencing content through explicit instructional opportunities. This is seen in the classroom, but also through our Coventry Oak Exploration Sessions with in-school clubs that build knowledge and experiences for students to make real life connections in their learning. We believe that school is beyond our four walls and can be promoted through varieties of learning opportunities. With that said, it is also important that we meet the needs of the whole students by reducing barriers to learning that students may experience. To help meet these needs, we have developed a strong Student Support Team that consists of our Guidance Counselor, School Social Worker, Family Resource Coordinator, 2 Mental Health Specialists, PBIS Coach, 2 Assistant Principals, and the Principal.

#### 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.

Notable of Achievements in the past three years: - 2022 increased EL proficiency on the ACCESS by 24.5% (exceeding our state goal by 20.8%) and in 2022 the score increased to 46.9; 2020 state recognition for Family Resource Coordinator (Harry J. Cowherd Award for Center Excellence); 2021 state recognition for School Guidance Counselor (2021 Kentucky Elementary School Counselor of the Year); 2020 established Latino Literacy Project; 2021 Family Resource Center awarded the GEER II Grant; 2021 Coventry Oak student pinned Junior Fire Chief of the Year; 2018 Awarded Bronze Banner for PBIS Fidelity Implementation; 2019 Awarded Silver Banner for PBIS Fidelity Implementation; 2020, 2021, and 2022 Awarded Gold Banner for PBIS Fidelity Implementation; 2019 awarded the 21st Century Learning Grant; 2018 and 2022 STLP advanced to state level competition in

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two categories; 2017-18 Academic Team placed 2nd in regional competition; 2018 received FCEA grant; 2018 received Wellness Banner; PBIS (Positive Behavior Interventions and Supports) School - Established - Sustainability + Wellness Board Recognition: Bronze Blossom Wellness - Regional Level Achievement - STLP Club - 1:1 Student Technology Devices - Established - REAL Men Read Program; Awarded the RTA (Read to Achieve) Grant; Awarded Partners for Youth Grant In the upcoming years, the school is striving to continue novice reduction and show very high growth in reading and math.

#### Additional Information

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

As we have developed our role in our community and we have established several community partnerships. Some of those include YMCA, Bethune Institute, Georgetown College, Lexington Police Department, Lexington Fire Department; Matthew Mitchell Foundation, Nerd Squad, Spellbinder, District High School affiliations with Teens Against Tobacco, Dunbar Peer Tutors, Junior Achievement, and Fifth Third Bank. In addition, our Family Resource Center has established partnerships with God's Pantry, Health First of the Bluegrass (Dental Van), Bluegrass United Christian Church, Circle of Love, Emerald 24, Fayette County Operations Department, Fayette Electric, Sweet Dream Project, Salvation Army, Clothing Center, and more.



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.

School data is reviewed in Admin Lead Team, Instructional Leadership Team, PLCs, and SBDM meetings to discuss instructional results and needs. These teams consists of grade level representatives, interventionists, instructional coaches, administration, and parents. Data results are presented to the SBDM monthly for review and feedback. The SBDM Council consists of two parents, three teachers and the principal. Additional survey data collected throughout the year from families consist of the Title 1 survey, Family Resource survey and PBIS survey.

#### **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?

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Last year's goals were the following:

- By May 2023 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 39.4% to 66.8%
- By May 2023 will increase the percentage of all students scoring proficient/distinguished In: Science from 12.8% to 33.4%. Social Studies from 36.2 % to 56.8%. Writing from 33 % to 53.6%. This goal was met this year.
- By May 2023 will increase the percentage of ELL students scoring proficiency in: • Mathematics from 29% to 63.1%. • Reading from 38.5% to 63.5%.

Reviewing last year's goals, it has informed the school of priorities and focus areas for the upcoming year. Coventry Oak has shown some improvement in the combined reading and math percentage of students scoring proficient/distinguished from 41.0 to 41.6. There was also improvement in the combined science, social studies, and writing scores with a total of 55 last year's score was 47.6. Our ELL proficiency score was also 46.9 last year and increased to 70.6, this was an significant increase. We will continue to work on our ELs scoring proficient/distinguished on the reading and math KSA assessment. We will also set a goal for an increase in the proficiency of our students with disabilities, we are labeled TSI for this subgroup. Our leadership team is in it's 2nd year at Coventry Oak. The leadership team is seeking feedback from staff and using observations to increase student learning intentions.

## 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.

According to KSA data in 2022-2023 our scores reflect a combined index of 41.6 for reading and math combined. Our KSA data showed achievement levels for White students at 54.6 was better than those of our African American students at 40.1 on the combined reading and math index. Our KSA data also showed achievement gaps among the subgroups of Hispanic, African American and White students. Our SS, Science, and Writing index increased this year going from 40.2 to 55. This was a significant increase. The same SS, Science, and WR index saw Black students out performing Hispanic and White students, with Black students scoring a 71.6. We also have an achievement gap with our students with disabilities in reading and math. These trends also show up in our Fall MAP data for reading and math.

## 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.

The 2022-2023 Brigance revealed that 60% of kindergarten students did not meet the national standards for being Kindergarten readiness. Current MAP data for Fall 2023: 34% of students scored in the average to high performance category on the Reading portion of the MAP test for Fall. 36% of students scored in the low performance category on the Reading portion of the MAP test for Fall. 34% of students scored in the average to high performance category on the Math portion of the MAP test for fall. 34 % of students scored in the low performance category on the Math portion of the MAP test for Fall.

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.

Teachers and administration are looking at our MTSS, PLC, and Intervention frameworks to ensure that we are meeting the needs of all students and meeting them where they are with their current state of learning. For grades K-5 Fall MAP data reflected less than 50% proficiency in Math and ELA. We are putting an intention focus on teaching foundational skills in K and 1. We are using the PAST assessment and GR levels to ensure growth. We are implementing a "behind the mirror" PL model for small group instruction in reading and math for all homeroom teachers. We also provide "Tune Up Tuesday" PL to aid in teacher efficacy. We

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provide release days to all grade levels for reading and math unit development. In addition, our Family Resource Coordinator and Systematic Problem Solving (SPS) team are closely monitoring the non-academic needs of students and families that may be a barrier to learning through the pandemic. We have also tightened our PLC process and are having teachers meet in admin led planning sessions twice a week to ensure that we are backward planning and analyzing formative and summative assessments to ensure student growth. All teachers are required to keep red assessment binders with current formative and summative pieces to ensure student proficiency and they are reviewed weekly.

### 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.

Coventry Oak exceeded our EL ACCESS 2023 goal. We currently have 270 ELs in our building and we providing push in services at each grade. Our score last year was 46.9, but our score for this year is 70.8 . KSA writing proficiency did increase in spring 2023 to 54.4 from 45.4. Social Studies went from 38.5 to 41 and Science went from 36.7 to 47.5. We remain at Gold Status for PBIS. We have a fully functional PBIS team, Family Resource Center and Systematic Problem Solving (SPS) team to meet the needs of our high need population. All students receive tier 1 SEL and the program Second Step if utilized as tier 2 intervention as needed. We are utilizing current data from Winter MAP to restructure intervention support to move to a push in model in reading and math. Interventionists also have time in their schedule to plan with grade level teachers.

### 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**

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COE 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.

Attached you will find the Key Elements Template.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 COE School Key Elements Template		• 7



2023-2024 Phase Two: School Assurances\_10302023\_19:58

2023-2024 Phase Two: School Assurances

**Coventry Oak Elementary**  
**Michelle Grant**  
2441 Huntly Place  
Lexington, Kentucky, 40511  
United States of America

## 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**

**Annual School 24 Hour Professional Development Plan & Supporting Budget Allocations  
2023-2024**

School: **Coventry Oak Elementary School**

PD Representative: **Meagan Cantrell**

	<b>Substituted Date &amp; Time of Planned PD Activity</b>	<b>Total Hours</b>	<b>Budget Allocations</b>	<b>Brief Description of Planned PD Activity</b>	<b>Rationale and/or Linkage to Coordinated School Improvement Plan (CSIP)</b>
<b>PD Day #1 08/07/2022 NF*(6 hours)</b>				<p><b>Staff Handbook/Dismissal Procedures/Emergency Plans TPGES Domain 4 F Showing Professionalism</b></p> <p>Staff will receive a handbook for COE. Administrators will go over explicitly the important information regarding procedures and practices as well as key emergency plans and procedures too.</p>	Allows all staff to have a clear description of job expectations. More specifically roles and responsibilities as it pertains to the school and individually.
<b>PD Day #1 08/08/2022 NF*(6 hours)</b>				<p><b>Professional Learning Communities TPGES Domain 4D Participating in a Professional Community</b> <b>As a staff, we will:</b></p> <ul style="list-style-type: none"> <li>• Identify and create proficiency targets</li> <li>• Create SMART Goals</li> <li>• Create new norms for teams</li> </ul>	This experience will produce the climate and culture of the school. Teachers will begin to meet regularly to share expertise and work collaboratively both within teams and vertically for the well-being of students.
<b>PD Day #2 11/08/2022 Flex (3 hours)</b>				<p><b>Restorative Practices</b></p> <p><b>TPGES Domain 1B – Knowledge of Students and 2B – Establishing a Culture for Learning</b></p> <p>Encompasses awareness and focuses on providing basic information about the impact of trauma on student's functioning.</p>	This training will focus on enhancing participant's awareness of trauma and the impact of trauma on student's functioning. Participants will practice using their trauma lens and identify opportunities to use a trauma lens within the educational setting.
<b>PD Day #2 11/08/2022 Flex (3 hours)</b>				<p><b>MTSS Structures – Academic/Behavior TPGES Domain 3 E Demonstrating Flexibility and Responsiveness</b></p> <p>RTI schedules and staff allocations for grouping students and maintaining effective tier 1, 2, &amp; 3 programs, strategies, and instruction.</p>	This provides clear strategies, programs and procedures to use at all tiered instruction levels in order to best meet the needs of all students according to formative and summative data as well as progress monitoring throughout the school year.



<b>PD Day #3</b> <b>1/02/2023</b> <b>Flex (3 hours)</b>				<b>Technology PD</b>  <b>TPGES Domain 1D – Demonstrating Knowledge of Resources and 3C – Engaging Students in Learning</b> Teachers will participate in on-going professional development to ensure the 1:1 technology is effectively implemented to assist in using technology for learning.	
<b>PD Day #3</b> <b>1/02/2023</b> <b>Flex (3 hours)</b>				<b>Literacy Cohort Training - Jan Richardson</b>  <b>TPGES Domain</b> Teachers will participate in on-going professional development to continue growth in guided reading strategies and Wonders alignment.	Providing and promoting a united way of teaching and designing appropriate instruction for students as well as unified and timely assessment implementation.
<b>PD Day #4</b> <b>5/16/23</b> <b>Flex (3 hours)</b>				<b>Social Studies</b>	Social Studies curriculum using Savvas. Allows staff to learn new curriculum.
<b>PD Day #4</b> <b>5/16/2023</b> <b>Flex (3 hours)</b>				<b>Science - TPGES Domain 1A: and 3A: Communicating with Students</b>	Teachers will continue to learn more about our amplify curriculum through trainings.
<b>Alternative PD Plans</b>				<b>Kagan Training</b>	
<b>Alternative PD Plans</b>				<b>Math - Envision and Investigations</b>	Teachers will continue to have hands on training for K-2 for Investigations and grades 3-5 for Envision.
<b>Alternative PD Plans</b>				<b>ELLE Literacy</b>	Training for Kindergarten, 1st grade, intervention, EL, and SPED teachers to teach handwriting uppercase and lowercase letters by using verbal path and strategies to learn letters.
<b>Alternative PD Plans</b>				<b>Project Based Learning</b>	Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Teachers will be trained how to effectively plan and conduct PBL

					projects to benefit student learning and achievement.
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\*NF = Non-Flexible PD day

Principal Approval: \_\_\_\_\_ SBDM Council Approval \_\_\_\_\_  
*Signature* *Date* *Signature* *Date*

**1. What is the school’s mission?**

Our mission is to challenge minds, create lifelong learners, and cultivate kindness through a collaborative community that prepares every child for a successful future.

**2. What are the school’s top two priorities for professional development that support continuous improvement?**

Our top two priorities is to maintain professional development opportunities that benefit and grow our students and grow our staff.

**3. How do the identified top two priorities of professional development relate to school goals?**

Our top two priorities are our students and our staff. Through these professional development opportunities, we are able to reach our school goal by continuing our mission statement listed above.

**4. a) For the first priority need, what are the specific objectives for the professional development aligned to the school goals? Consider the long and short term changes that need to occur in order to meet the goal.**

Our first priority is our students. We would like to continue having professional development opportunities that help our staff learn trauma informed care to support our students. We also want to dive deeper into our curriculums so that we are reaching the learning opportunities for our students.

**b) What are the intended results? (student outcomes, educator beliefs, practices, etc.)**

Our intended results for student outcomes are that they are cared for based on our staff development of trauma informed care. Our school test results will benefit from our professional development of curriculum goals.

**c) What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.**

Our indicators of success will be that of our referrals to the SPS team that involve trauma informed care. We will also use MAP data and summative assessments to guide our success for our curriculum.

**d) Who is the targeted audience for the professional development?**

Our certified staff.

**e) Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)**

Our students, teachers, staff, principal, administrators and district leaders are impacted by this professional development.

**f) What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)**

Staff, technology, scheduled professional development meetings after school.

**g) What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)**

Coaching, professional learning communities, and follow up for trauma informed care.

**h) How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.**

For trauma informed care, referrals to the SPS team will be tracked for data. For curriculum, student work samples, grade level assessment and classroom observations will be used.

**5. a) For the second priority need, what are the specific objectives for the professional development aligned to the school goals? Consider the long and short term changes that need to occur in order to meet the goal.**

Our teachers and staff are the second priority of our professional development goals.

**b) What are the intended results? (student outcomes; educator beliefs, practices, etc.)**

Our intended results are that our staff will be trained on trauma informed care. Our staff will be trained in our curriculums to that they can guide instruction.

**c) What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.**

Our indicators of success will be our SPS team and tracked data of referrals. Our indicators of success for our curriculum will be student work samples, grade level assessments and classroom observations.

**d) Who is the targeted audience for the professional development?**

Certified teachers.

**e) Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)**

Students, teachers, principals, district leaders.

**f) What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)**

Staff, technology, scheduled professional development meetings after school.

**g) What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)**

Coaching, professional learning communities, etc.

**h) How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.**

Data from our SPS team for referrals. Student work samples, grade level assessments, and classroom observations for our curriculum.